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ABSTRACT

Leadership is situational and cannot be predicted or necessarily taught. This book is the distillation of ideas and practices derived from interviews with some of education's top leaders. Chapter 1, "Forming Beliefs," makes the point that teachers and administrators must carefully learn about excellence and then find the elements of excellence that most attract them. Chapter 2, "Staff Development," goes to the heart of how a school renews itself. Chapter 3, "Broadening Leadership," argues that a program or method will fail as soon as primary/influential leaders leave the school, find themselves unable to withstand the inevitable criticism, or are unable to pique the interest of others in becoming involved. Chapter 4, "Situational Mastery," explains why there is no template for leadership and how to go about developing skills and fitting them to specific needs in an environment. Chapter 5, "Discrimination, Racism, and Poverty," looks at how the "have" and "have-not" gap adversely affects education and economic well-being. Chapter 6, "Four Final Questions," tries to answer a few common and important questions that arise about school leadership. Each chapter provides specific recommendations and examples germane to its topic. An appendix lists selected educational organizations and journals. (Contains 27 references.) (RT)

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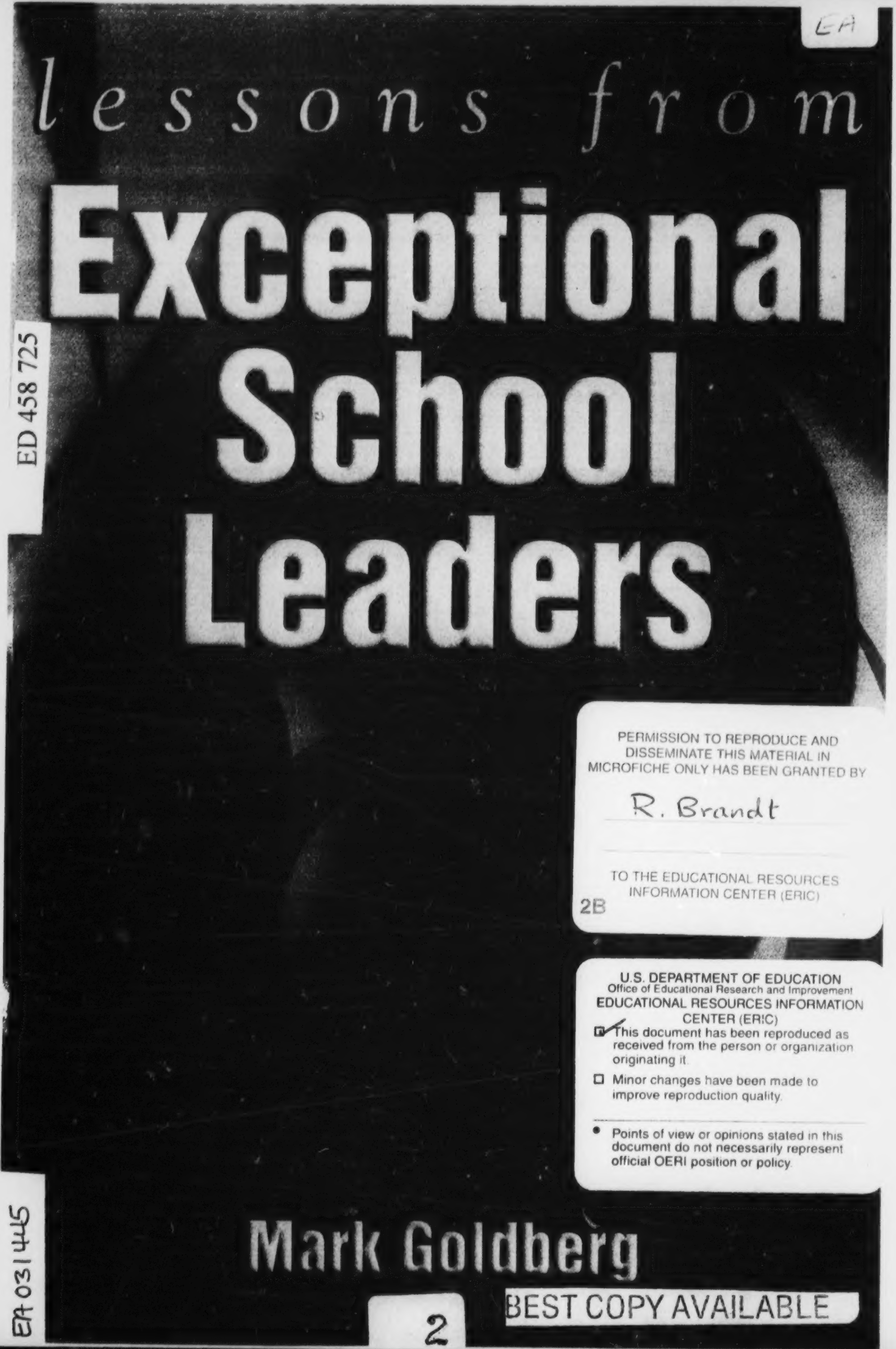

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Exceptional School Leaders

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Exceptional School Leaders

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Harry Goldberg: a great family man of maturity, wisdom, courage, and perseverance

Howard Silsbee: a man of appreciated sweetness and perfect support at a critical moment

Joseph Negri: a man of unending insight, profound talent, and inspiration by example

Florence Mondry: a woman of penetrating intellect, extraordinary literary sensibility, and dedicated friendship

Acknowledgments

Ron Brandt at *Educational Leadership* and Pauline Gough at the *Phi Delta Kappan* were my supportive and capable editors for 43 published interviews of educational leaders. Without question, the inspiration for this book and considerable material included in this book are the result of what those interviewees told me about their leadership experiences, but I also learned more than I can acknowledge from Ron and Pauline themselves, who have so many of the characteristics of the best leaders I met.

I am extremely grateful to Ron and Pauline for granting me permission to use as I wished in future writing the material I published in their journals.

The ideas in this book were drawn from many other sources, as well. Here, I will try to acknowledge all the people I can remember and apologize to anyone I may have missed or slighted.

"Forming Beliefs" is the chapter with the fewest clear ties to any small group of individuals. After working with and interviewing dozens of leaders, I inferred that forming powerful beliefs about a limited number of ideas that had powerful personal appeal was critical for any effective leader and that those ideas had to derive from sustained exposure to excellence.

"Staff Development" has its basis in experiences in the Shoreham-Wading River Central School District in Long Island, New York, from 1973 to 1994. During the more than two decades that I worked there as an administrator, I watched dozens of teachers assume positions of real leadership in the district's active staff development programs. From Bill Silver, Jackie Grennon, Esther Fusco, Jack Schwartz, and Diane Burkhardt to Lucio Costanzo and the team of Kevin Mann and Mike Miner, teachers simply asserted themselves as leaders in The National Writing Project, constructivism, cooperative learning, the advisory system, international studies and cooperation, and a host of other programs over the years. Two administrators, Dick Doremus and Marty Brooks, stand out. Both men were wise enough to discern which teachers could be leaders, to encourage staff development, and to give support to teacher experts. Marty Brooks and his wife, Jackie Grennon-Brooks, are the coauthors of *In Search of Understanding: The Case for Constructivist Classrooms* (ASCD, 1993; revised 1999).

"Broadening Leadership" also comes in large part from my experience in Shoreham-Wading River. In addition, I learned a great deal from Linda Lambert while editing her book titled *Building Leadership Capacity in Schools* (ASCD, 1998). Linda helped me become more sensitive to the whole issue of "building leadership capacity," her apt phrase.

The material in the "Situational Mastery" chapter became clear to me as I watched several successful teachers and administrators change jobs and often fail to achieve the same level of success in the new jobs that they had achieved in the ones they left. Demographer Harold Hodgkinson described this phenomenon to me using the phrase "situational leadership."

"Discrimination, Racism, and Poverty" was focused for me during an interview with Hugh Price, who has a fierce dedication to improving opportunities for African American children in U.S. schools. Cary Bell, the principal of the Shoreham-Wading River Middle School and in many ways the conscience of the administrative council, helped me understand many of the problems of race, in particular. I was also influenced by a group of people from Massachusetts who proposed to me a book on the subject of racism and schools, which, to the best of my knowledge, is not yet published. Marilynne Quarcoo, Irwin Blumer, Maxine Rosenberg, and Wanda Speede-Franklin helped me understand the complexity of racism and poverty.

In my career, I have been blessed by being around many educators who exemplified the high excellence that undergirds everything important in education. I was able to observe at close hand such masterful teachers as the late

Jack Hochhauser in New Rochelle, New York, and Elaine Boyrer and Florence Mondry in Shoreham, New York; enlightened and effective administrators such as Dennis Littky in Winchester, New Hampshire, Richard Doremus and Marty Brooks in Shoreham, New York, and Sig Ramler at the Punahou School in Honolulu, Hawaii; as well as the aforementioned Ron Brandt at ASCD in Alexandria, Virginia. These people and others like them were the touchstones who showed me what excellence looked like in my chosen field, and their influence is writ large on every page of this book.

Preface

For the past 12 years, I have been interviewing leaders in the field of education—and publishing those interviews, first in *Educational Leadership* and later in *Phi Delta Kappan*. All of the 43 people I've interviewed to date have been "experts" on education in some sense of the word. For instance, John Goodlad and the late Ernest Boyer were clearly national experts on education; Dennis Littky and Debby Meier were successful principals; Audre Allison and Florence Mondry were outstanding teachers and teacher-leaders; Mayor Rudolph Giuliani of New York and Mayor Kurt Schmoke of Baltimore were politicians with a considerable knowledge of and serious interest in education.

From 1995 to late 2000, I served as development editor for two dozen books for the Association for Supervision and Curriculum Development (ASCD) on education topics from school violence to problem-based learning, from educational leadership and staff development to curriculum mapping, usually working with authors on the entire book but occasionally working on a new introduction to an existing book. In this role, I worked closely with such authors as former elementary principal Linda Lambert (*Building Leadership Capacity in Schools*, ASCD, 1998); Martin Brooks, who is currently a superintendent of schools and the coauthor of *In Search of Understanding: The Case for Constructivist Classrooms* (ASCD, 1999); and other educators who are leaders and who have written about change in education. In addition, my most recent book is a collection of 19 interviews with educational leaders: *Leadership in Education* (Phi Delta Kappa, 2000).

For 32 years, I worked in the New York State public education system as a junior high and high school teacher, curriculum developer, school administrator, and college professor. From 1973 to 1994, I was an administrator in the Shoreham-Wading River Central School District (S-WR) on Long Island, New York. During those years, thanks to a series of enlightened board members, gifted administrators, highly skilled and dedicated teachers, and reasonable funding, S-WR was one of the most serious and alert public school districts in the state of New York. I had many opportunities in S-WR to observe leaders who were on the school board or who were members of the teaching or administrative staff. I was able to experience schools that constantly renewed themselves and carried out an active and effective inservice program that was the envy of the region.

In this book, I have distilled many key ideas and practices derived from interviewing some of education's top leaders, to working with many gifted leaders and visiting school districts where excellent leadership was in place. I've presented dozens of practical recommendations in this book for how school leaders can renew themselves and their districts in a responsible and intellectually sound fashion. I hope this book fosters ideas in practicing and prospective leaders in ways that will enliven and improve all our schools.

Introduction: What Is Leadership?

Harold Hodgkinson, the dean of educational demographers, feels strongly that predicting who will make an excellent leader is not possible and that leadership qualities do not include any particular set of generic characteristics. Hodgkinson's view is that "leaders have some sustaining interest in some thing, but leadership is something you apply to people after they've done it" (Goldberg, 2000b). If you look at the early life of any leader—from Winston Churchill to Bill Gates—you notice considerable intelligence and specific skills, but little that would encourage you to predict that either man would become an extraordinary leader. Would these people have emerged as leaders in a different time or place? In education, we have all seen principals and superintendents do well in one school district and then perform poorly in another. Did these people suddenly *unlearn* how to be effective leaders?

The answer is that leadership is situational. The hard-driving, charismatic leadership that Lee Iacocca supplied to Chrysler when that company needed to come back from near-bankruptcy has not worked as well for Mr. Iacocca in other settings. Some school districts need good managers, others need excellent innovators, and still others require people for a specific purpose: to put together a large bond issue for building construction; to make peace with the teachers' association and other employee groups and to work out equitable contracts; to work on issues of diversity and equity; or to control a budget that has become too unwieldy, complex, and confusing. Arguably, Winston Churchill's dominant role during World War II was to inspire the British nation and to give people hope that England would prevail in the end, although the people had to endure great hardship for a time. In a time of relative peace and good economy, Churchill's skills might not be very useful.

How, then, can we prepare leaders for education? Because no template or generic list of leadership characteristics exists, we need to look to the leaders of schools that work well. Prospective leaders must hone the skills they possess and try to find a match between what they know and are good at and what the school requires. Whether the leaders are parents or principals, teachers or curriculum specialists doesn't matter. The best approach—and the goal of this book—is to list some broad areas of concern and then supply realistic and concrete ideas for addressing these concerns.

Each chapter or section of *Lessons from Exceptional School Leaders* presents specific ways to solve problems inherent in a particular concern or area. A particular leader may not have strengths in some of the areas identified, but staff members with those strengths can employ them to great advantage in support of that leader.

Chapter 1: Forming Beliefs makes the point that teachers and administrators must carefully and patiently learn about excellence and then find the elements of excellence that most attract them. Here, as in each succeeding chapter, specific recommendations and examples show how to bring about this result. *Chapter 2: Staff Development* goes to the heart of how a school or district renews itself; don't expect much progress without a strong staff development program. *Chapter 3: Broadening Leadership* argues that—in the absence of strong, enthusiastic, and broad-based leadership—a program or method will fail as soon as primary/influential leaders leave the school, find themselves unable to withstand the inevitable criticism, or are unable to pique the interest of others in becoming involved or committed to the new idea. Again, specific recommendations show how to expand leadership.

Chapter 4: Situational Mastery explains why there is no template for leadership and how to go about developing skills and fitting them to specific needs in an environment. *Chapter 5: Discrimination, Racism, and Poverty* takes up the problem that the late Ernest Boyer and so many other observers thought could probably interfere—more than any other—with education and economic well-being: "the gap between the haves and have-nots" (Goldberg, 1995). The recommendations in this chapter should help schools and districts, but I know that readers will necessarily shape these recommendations to fit their own sets of circumstances. *Chapter 6: Four Final Questions* tries to answer a few common and important questions that come up about school leadership as well as to provide additional information about leadership that did not fit neatly into any of the preceding chapters.

The chapters in this book stand alone and certainly do not comprise a seamless program for educational leadership. The pieces of the leadership puzzle add up to an incomplete mosaic where some pieces overlap and some represent shapes that do not perfectly fit the overall design. No complete plan, algorithm, guaranteed program, or curriculum exists for educational leadership. School people, like business leaders and politicians in their fields, must use their strengths, learn all they can about education, and find the closest fit possible between their skills and inclinations and what needs to be done.

1

Forming Beliefs

The goal for all education professionals is improvement—whether at the district, school, or classroom level. Inherent in this concept is that teachers and administrators at all these levels know what improvements they want to make. Education professionals working together to improve schools first need to commit to a common belief system that focuses on important programs or ideas that are responsible and that have an excellent chance of success. There is no list from which to pick one's beliefs, goals, programs, or ideas, so your job is to discover what is most needed and what will best fit your school's unique circumstances.

The late Al Shanker believed that a strong teachers' union would provide benefits for both children and teachers. That powerful conviction allowed him to lead the teachers' strike that led to union recognition in New York over four decades ago. Shirley Strum Kenny, president of the State University of New York at Stony Brook, believes that higher public education is "the most important education in America. That is where you get the energy from: people who have their one chance. They're not choosing from among private schools. This is it, and that's what I resonate to" (Goldberg, 1999). Kenny's beliefs have compelled her to fight for excellence in undergraduate teaching in several higher public education institutions. What can we do in school districts to help teachers, administrators, and board members discover their strongest beliefs and then act on them? (See box for an outline of steps in forming beliefs.)

Steps in Forming Beliefs

- Exploring examples of excellence.
- Coming to agreement.
- Forming groups.
- Making choices.
- Presenting ideas.

First Steps: Exploration

The following recommendations will help you in the quest to uncover the belief system that will undergird your drive for success and change.

Look Around

Introduce the staff and board to examples of real excellence. Find out where presentations, speeches, and conferences are happening in your area of the country. Are certain schools in your area recognized repeatedly for their high-quality programs? Plan a visit. Talk with the people who create these programs.

Start reading broad-based professional journals such as *Educational Leadership* and the *Phi Delta Kappan*. Each area from language arts to secondary-school principalship has a journal that will direct you to programs, Internet sites, and advertisements for and announcements of conferences. (See the Appendix for information on these journals and many other excellent resources.)

Visit some of the most high-achieving schools with the best reputations in your area to see what they do. Note that high achievement does not necessarily mean the highest scores on state exams. Perhaps a school has an outstanding science or special education program. Maybe their approach to after-school, safety, or student counseling appeals to your needs. As you visit these schools, don't presume that factors such as a better tax base, better equipment, or wealthy and educated parents are the sole reasons for success. Your purpose is to learn about excellence and how you can apply it to your situation. Richard Doremus, superintendent of schools in Shoreham-Wading River, New York, said to his staff 25 years ago that we should look at what the most successful schools are doing and then imitate those things we like as much as we can. Doremus thought school districts could take cues from the nation's most elite private schools, even if the budgets don't match.

Don't equate wealth with excellence. Many schools in areas of moderate or little wealth realize significant achievements and even win important awards and prizes. Dennis Littky and Debby Meier, two outstanding principals, have worked in relatively poor places and done remarkably well: Littky in Winchester, New Hampshire, and Providence, Rhode Island, and Meier in New York City and Boston. These principals have combined hard work, remarkable teachers, and grants to put their beliefs into practice. Jaime Escalante, the math teacher featured in the film *Stand and Deliver*, had only his belief that poor kids could learn high-level math if he and they worked hard enough. Ted Sizer, the founder of the Coalition of Essential Schools, has often stated that he has visited several schools in wealthy areas and found them intellectually impoverished.

Timing and Teachers

Give the search for excellence some time, and rely heavily on teachers. Your search process may take months or a year for you to find models for what you want to do, but do not let your investigation drag on endlessly. In almost every case, limit the period of research and preparation to six months to a year. After that, people often lose hope that the improvement process is going anywhere.

Most school districts have five to nine board members, one superintendent, and a few other administrators. But the scores of classroom teachers are the ones who in the end will create the excellence. Board fiat and administrative memos on their own improve nothing, so include teachers right from the beginning in the development of your core beliefs. Teachers are more likely to find excellence because they know better than anyone the children and the classroom. Proper fit is everything, and that's where teachers have expertise.

Form Teams

When you visit a school or go to a presentation, go as a small team—perhaps a board member, an administrator, and five teachers. Over time, involve as many staff members as you can in the search for excellence. Top-down imposition of policy rarely works and certainly has no duration. Many well-intentioned programs no longer operate because the one or two people who were behind them and imposed them through charisma or by fiat have left the district, and no one took the responsibility for continuing the work.

Second Steps: Agreement and Forming Groups

Once your team identifies some areas for improvement and wants to begin the implementation process, the time comes to focus on specific areas of change.

Examples of Early Commitments to Change

➤ All final choices must result from serious investigation over at least three months.

➤ All final choices must result from the recommendations of a study group and the final team making choices.

➤ All final choices must clearly and powerfully fit the district's mission statement and the guidelines established at the outset by the team.

You can create three or four additional items that are more specifically related to your school or district, or you can make these examples much more specific.

Formalizing the Work Done

Establish some criteria for deciding what changes to make and how. Begin by working with and codifying some obvious approaches to implementing change and deciding how final choices will be made (see box).

Of course, any programs you choose to study at length and anything you choose to submit to the team making final decisions must have real integrity and authority and not be subject to debilitating compromise. Many responsible ideas have enough theory, research, and experience behind them to accommodate just about any need or belief system. Conservatives William Bennett and Diane Ravitch clearly would prefer programs different from approaches that progressives Debby Meier and Dennis Littky would promote, but all four of those people can find responsible choices within their mature and informed biases.

Form Study Groups

Form one to three study groups. The job of the study group is to learn about a couple of topics that have potential application to your particular school or school district. If the reading program or the math program is having difficulty, find out about excellent programs that might fit your individual needs. If scheduling or small-group work is the problem, do the same thing. But be aware of certain cautions (see box, next page).

To find material and information on a particular topic, consult sources available from the Internet and respected educational organizations. For instance, call ASCD or another large organization, and ask if anyone can recommend a book on your subject. Other available materials may include Phi Delta Kappa's short "fastback" books, ASCD inquiry kits, and CD-ROMS and videotapes from many organizations. Call the National Association of Secondary School Principals (NASSP), the National Association of Elementary School Principals (NAESP), or your subject-area organization directly. Try your state education department. The American Federation of Teachers (AFT) and the National Education Association (NEA) are also good sources for information. (See the Appendix for many more possibilities and detailed contact information.)

Cautions Concerning Study Groups

➤ *Investigative study groups need to have five or more members.* The beginning stages include a lot of research: making calls, using the Internet, visiting libraries or local educational offices, reading articles and books, visiting schools, purchasing materials, evaluating materials, etc. Often, school districts grant inservice credit or a stipend to teacher members of study groups.

➤ *Evaluate materials carefully.* Is the inquiry kit complete? Is the book you're studying consistently substantive? Is the author a real authority? Who recommended this material? When you fix on a topic or two, you want to be certain that the material you're looking at, the schools you visit, and the "experts" you seek out are truly credible and of high quality.

➤ *Don't form more than three study groups.* People tend to grow attached to the material they study, and forming too many groups will lead to frustration or anger over work that cannot be used. In the end, select only a couple of topics for serious work. You may even wish to have some study group members move from group to group to become familiar with what other groups are doing. Each study group might fix on one to three programs to explore in depth, which gives you plenty of information to start.

Each study group might place two of its members on the team that will eventually make the final choices about change for a school or district.

Final Steps: Making Choices and Presentations

After selecting topics and having groups work with their areas of research, the time comes to make choices and presentations to the larger community of school administrators, teachers, and board members.

Write It Out

The best way to figure out what has touched your study group deeply and what stands a chance of happening in your school or district is to write about it. Achieving an early commitment can help greatly (see box, next page).

Now that the research phase is over, everything depends on making wise choices, meaning with both your head and heart. Here's how:

- Gather the group in a comfortable place for a couple of hours, perhaps the board of education meeting room or some other conference or meeting room.
- Have each person list the three or four items that she or he thinks are the most important programs or possible renewal efforts researched in the past seven months.
- Ask each person to choose the top two things on his or her list and take 20 minutes to make notes on the two items.

Early Commitment

Let's say that over the course of seven months, a team composed of one school board member and six teachers and administrators from the hypothetical Pleasant Valley School District made several school visits, attended two local meetings, read five journal articles and a book, and participated in a variety of other helpful exploratory activities related to their field of study. Chosen in a reasonably democratic way, this group stands a good chance of engaging all the chief players in the one or two programs or change efforts that the board and staff will finally review.

In fact, the board, administrators, and teachers should agree beforehand that they will follow the group's recommendations. If in order to secure backing for the group's decision you must expand the group to 9 or 10 members—a second board member, a representative of the teachers' association, different staff members—then do it. You do not want to investigate a topic for seven months only to have it casually vetoed by some group or individual who feels like exercising some power. See Chapter 6 for more information on prior agreement.

- Ask each person to take about 10 minutes to look over the accumulated notes. Each person should decide on one program that he or she would fight to include.
- Now each person should take at least 45 minutes to write about that one item. The written responses should answer questions like these:

– What demands implementation about that particular course of action?
– Why is it needed here and now?
– How might the board, administration, and teachers go about first acquainting the staff with this important program and then doing whatever is needed to implement it?
– Can this program be done, assuming everyone involved is willing to make a strong effort?
– What obstacles could stop progress, and how could we overcome those obstacles?

- All participants should read their responses aloud with no comments from the rest of the group.
- End the session. Everyone has heard what everyone else had to say. The group will gather again in a week or two.
- Come together again in about 10 days for another, final two-hour session. At this session, choose the two programs or efforts that will demand the highest priority in your school or district for a period of one to four years, depending on the complexity of the effort. How much overlap exists among the group's choices? It may help to read the 6 to 10 choices again. After 30 minutes of reading and questions, break into two groups. Each group fixes on one item and brainstorms about it, ultimately making a choice among the options. This forced-choice meeting must use a voting method that results in a quick, although at this point, well-considered choice. See Figure 1.1 for an example of a technique that can help.

Figure 1.1
Forced-Choice Form

Note: Try to have an odd number of people completing this form.

Instructions: List no more than three proposals in order of preference.

Proposal 1 ______________________________
3 points

Proposal 2 ______________________________
2 points

Proposal 3 ______________________________
1 point

In the event of a tie, and you cannot accommodate more than one proposal, complete the portion below:

State the one proposal you favor. This will always work with an odd number of people.

Name ______________________________

In the event of another tie, you must either delete or add one person to have an odd number. Vote again, and you have a decision.

After this type of meeting, you have the two items that the subgroups of the team chose. The larger group now takes on a different mission: to put the items together in a way that will make sense to the whole staff. Acting fairly quickly at this stage is important because the rumors are already flying around the school or district; they always do. Schedule the presentation meeting for two or three weeks hence. Use speech, written material, overheads, slides, whatever will help, to make your presentation. Choose several members of the group to make different parts of the presentation to the complete staff. You may wish to invite school board members to this meeting, or you might present separately to the board—if that is what the board requires. Using different members of the group makes the point that the choices have broad support.

Rehearse among yourselves. Your first impression will be your only one, and your group should be exciting, convincing, substantive, clear, and brief (30–45 minutes). By the time you have completed your preparation, your beliefs are firmly held and supported. You are ready for both anticipated and unanticipated obstacles, which is apparent from your presentation.

Remember, nothing has been said yet about how to implement the changes or programs the group is suggesting. The initial focus was to learn what's out there (or in your own backyard) and to slowly resolve your hesitancies and questions until they became strong beliefs. Often, the changes or programs chosen have been percolating in people's minds for years, and the recent investigation simply brought some details to the surface as well as allowed several group members to investigate it thoroughly and to talk it through. Now that you have determined to make some serious headway on a topic such as gender equity, constructivism, performance assessment, or local standards in language arts that deepen the state standards, you have a great deal of work in front of you.

Moving the Idea Along

No one has the perfect method for integrating a new idea, method, or program into your existing culture, because no two school cultures or skill levels are alike. However, some cautions and advice are universal. Also, the next chapter, on staff development, provides several recommendations that can help.

- *Design a realistic timeline* for meetings, training, conference attendance, or whatever other activities must occur to make this new idea a reality.
- *Be realistic about opposition to the idea.* Many people actively resist change. Take into consideration how fixed certain people or groups are in what they do, and how close some people are to retirement or promotions. The original team should try to appeal to as many people as possible, but no new program or change will capture the entire audience. Be logical, informative, confident, enthusiastic, and receptive to criticism when you make presentations to groups. At this stage, the decision to proceed is often no longer debatable, but discussion about details or procedures is always open.

- *Take advantage of new hires.* Make clear in the interview that the new program will be an important part of their work.
- *Budget both time and money realistically.* What books, computer programs, videos, and other supplies are required? What is the cost (in time and money) of conducting and providing necessary training?
- *Original team members should keep this program on the front burner* as part of their continuing obligation. This group is most likely to win some early converts to the program. Eventually, the new program will need a broad base of support.

Two or three members of the original team should provide support or answer questions at any classes, study groups, or meetings that take place over the initial training period. Team members are invaluable in promoting any program through its first year of presentation and training.

* * *

One reason that some school districts do not improve very much is that board members and administrators do not stay very long. Too many so-called leaders really have few bedrock beliefs about education and how to improve it; the goal instead is to get elected or hired and to remain on the board or job for a few years. Administrators too often see their priorities as gaining greater salaries and higher positions. For some board members, a seat on the school board is a prestigious and responsible way to spend three or four years as a jumping-off point to another elective office.

In fact, most board members and administrators are better than their behavior suggests. They really do care about children and education, but they may never have been around genuine excellence, and they often have not been given much opportunity to figure out what they would like to do to improve their piece of the educational world in some significant way. Well-intentioned, intelligent, and seasoned school staff and board members may not have strong beliefs about improvement programs because of a lack of sustained exposure to excellence over their careers.

Through reading, Internet research, visits to several schools, study groups, writing, and other techniques, small but representative groups can investigate programs and choose one or two that likely will succeed in their particular circumstances. This process will take six months to a year and requires careful attention and dedicated work. When setting up how the program will be integrated into the culture of the school and district, be realistic regarding people's opinions about change.

2

Staff Development

Staff development is one of the most important aspects of any approach to improvement in education. Changes in school organization, laws and regulations, intervention strategies, curriculum development, teaching methods, safety, technology, and other areas occur far too rapidly for any teacher to keep pace alone. Teaching, of course, is not in the only vocation where continuing development is crucial: physicians, lawyers, custodians, and automobile workers all must keep up with changes in their particular environments. A simple fact of contemporary life is that you either keep pace with responsible progress or you

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rapidly become less effective in your work than your peers who make the effort to keep pace.

In the area of education, teachers can pursue formal degrees and other coursework in their subject area of choice. School districts also develop their own priorities regarding where development should occur. If all K–12 teachers need to know more about approaches to reading; or if all K–6 teachers need training in Core Knowledge materials; or if any category of teachers requires instruction in rubrics, constructivism, cooperative learning, or new local or state education standards, staff development is the method of choice. A common venue for such development is inservice training.

Leadership for staff development comes from any number of constituencies: teachers, school board members, parents, administrators, outside consultants, or combinations of these groups—or somewhere else entirely. For districtwide issues, board members and administrators are often the best and most effective promoters of staff development.

This chapter examines the chief leadership concerns for an excellent staff development program: focus and seriousness, and time and money. The categories are joined because time, money, focus, and seriousness are closely related and have substantial overlap (see box, next page).

Focus and Seriousness

Focus

In the context of school improvement, *focus* means an understanding that resources are finite, and that energy and resources need to address a small number of staff development priorities. Important features of a staff development program are concentration, support, and duration. For the most part, staff development is not designed to perform original research or to investigate whether block scheduling, standards, portfolios, performance assessment, multiple intelligences, cooperative learning, constructivism, or other possibilities have merit. These instructional approaches all have merit, they've all been investigated, and they are all working in dozens of places around the country. The question is whether any of these approaches—or some other idea—is right for your district. What is the relationship between

Focus and Seriousness: Recommendations for Staff Development

- Engage groups, not individuals.
- Limit staff development priorities.
- Determine a reasonable method for prioritizing.
- Have a four-year plan.
- Maintain a constant public focus.
- Send teachers to state or national conferences.
- Subscribe to education journals.
- Take advantage of technology.
- Make the most of the media budget.
- Promote leadership visibility.
- Integrate priorities into the daily life of the school or system.
- Don't leave the parents out.

your special and individual needs and the programs you are considering? Is there a good fit? The following recommendations can help you focus your staff development efforts.

Engage Groups, Not Individuals. In the exploratory stages of staff development, be sure to involve a small group of people. If you are a principal and over the past year several people have come to you about learning more about multiple intelligences and you agree with the need for staff development in this area, send three or four people to a local one-day workshop on the topic. Don't send a single person in isolation. When three or four people can discuss the topic among themselves and support each other in the early stages when other staff members have questions or enter criticisms, the environment creating interest in staff development is much healthier.

Most school districts do not have the funding to send four people to a three-week institute at a distant college in the summer or to a national conference in a city 1,000 miles away, although schools should send a group of people to such events if grant or district money supports it. Cost is a good reason to pursue local or regional answers to development needs, whenever possible.

Limit Staff Development Priorities. Do not try to focus on 8 or 10 different items simultaneously, regardless of how many good opportunities are out there or how many different staff members approach the decision makers with development ideas. Any good school or school district has many people clamoring for different development opportunities. Realistically, though, staff development resources are limited, and diffusion of focus leads to a real loss of common purpose and depth of training. Many methods are available for determining a school or district's focus—some discussed in the previous chapter—but a good idea is to limit major development priorities to no more than three in a four-year period.

Determine a Reasonable Method for Prioritizing. External forces often mandate at least one priority. If a school in your area has had a tragedy or serious problems related to safety, personalization and safety become natural priorities. In many states, standards and assessment weigh heavily on schools, and the staff is eager to learn how to teach thoughtfully and effectively in the context of new demands.

Bringing in several staff members to help in the prioritization process is important. As mentioned in Chapter 1, decisions imposed from above are less likely to gain acceptance. Passive-resistance is a common behavioral trait in the education community.

The school principal or other leader can bring together a group of teachers who propose a small number of priorities to the principal or an assistant superintendent. These teachers should represent the faculty broadly: different grades or subjects, a representative from the teachers' association, teachers who embody different faculty factions or points of view. The only common trait needed is the willingness to work with colleagues on narrowing the priorities to a short list in a specified period of time: several weeks or, at most, two or three months. Do not allow the priority-setting effort to drag on, because then the process can easily lose purpose and energy.

To engage the entire faculty in determining priorities, split a faculty meeting into small groups that each establish two priorities, and then meet with two other small groups to reduce the combined total to three priorities. Use the forced-choice method shown in Figure 1.1 (p. 16), if necessary. As the number of priorities is whittled down, continue the process by having each group send one or two representatives to meet with other groups, so the size of the group making the final decision does not become unwieldy; this approach also helps reduce conflicts as the process continues. The ultimate priorities should represent the thinking of many people, and the narrowing of choices must represent urgent needs and the will of a strong majority of staff. Do not wait or hope for 100 percent support or even 80 percent support on any given issue. You will need a strong majority, but a school staff rarely exhibits more than 70 percent cohesion on anything. Move ahead with that.

Have a Four-Year Plan. The death knell for serious staff development is constantly shifting priorities. Priorities shift because of board elections, new administrators, loud faculty voices, or unexpected developments. School systems should reexamine staff development activities every year to make sure the plan is working and to evaluate the order of priorities. If truly extraordinary events happen—say, four suicides in eight months—and the need is urgent for a new counseling, information, and personalization plan, the system must address those events. But generally speaking, schools and districts can in most years stick to three or four priorities with only minor adjustments. At the end of each four-year cycle, most districts can assign two or three priorities to "continuation" status and begin the whole process over again.

Maintain a Constant Public Focus. Once you are fixed on three priorities and their approvals are secure, make sure they stay alive by keeping a constant public focus on them. Print the priorities in board minutes, newsletters, and the annual budget. One leader—principal, teacher, or assistant superintendent—should take responsibility for promoting each priority. Responsibility includes making sure that books or other materials are ordered, that workshops happen, that the funds are placed in the budget, that the necessary information is given to the local newspaper and the person in charge of the district newsletter, and that any other activities necessary to further the priority are occurring. A teacher who plays this role may need to receive a small stipend or have expenses paid to attend an overnight conference.

Send Teachers to State or National Conferences. The national conferences of many highly respected organizations are generally valuable professional development experiences. The annual International Reading Association (IRA) conference offers virtually everything educators want to know about reading. The annual ASCD conference provides sessions and exhibits on scores of topics of current or abiding interest to educators. Elementary principals, math teachers, foreign language teachers, superintendents, and other groups all have their own conferences. These gatherings feature huge displays of books, materials, and equipment; several hundred workshops, presentations and lectures on worthwhile topics; well-known keynote speakers, and an atmosphere of excitement and professionalism. Teachers and administrators take home ideas, materials, and contacts with people who have similar professional interests. Sometimes the school district pays all or part of the conference expense.

Seriousness

To be "serious" about a staff development or educational improvement goal means to dedicate funds and time to the selected priorities. No one takes a leader seriously who puts words and little else behind a so-called priority. Leadership in staff development means putting into play all available resources that can buttress the program, looking carefully at everything that might reasonably contribute to the staff development focus.

Subscribe to Education Journals. Two excellent large-circulation (over 100,000 subscribers) education journals are *Educational Leadership* and the *Phi Delta Kappan* (see the Appendix for addresses). Every school should have subscriptions to these two broad-based journals. Over a period of two years, among the articles, announcements, special columns, and advertisements, you'll see information and research about virtually every important issue in education, including your priorities. The journals also run advertisements about new books, technology, materials, and conferences. Other journals—such as *Reading Teacher* or *English Journal*, for language arts—focus on specific areas of interest.

Take Advantage of Technology. Every school has people who are computer literate and Internet savvy and who can expedite finding relevant information online about staff development. Most educational journals and organizations have Web sites. A great deal of other information is also available online, typically at no cost. Staff development leaders must make powerful computers and online services available to teachers.

Make the Most of the Media Budget. Take a look at your library-media budget and space. What books, inquiry kits, videotapes, CD-ROMs, and other materials on your topics are available for purchase? Are any online subscriptions available? Can you make library space available to staff for accumulation and study of appropriate materials? Can your library-media person or staff care for these materials?

Promote Leadership Visibility. One of the most important resources available to staff development leaders—whether they are teachers, administrators, or board members—who wish to show their support for a program is their own time. The three teachers behind the new effort in cooperative learning should participate in all the staff workshops. The principal who took the initiative to start a workshop for teachers to analyze the new state standards in mathematics should attend all or most of the sessions. The presence of the leader or leaders is a powerful motivator that provides physical evidence of how important the topic is.

Integrate Priorities into the Daily Life of the School or System. Use every gathering in the school or district for staff development purposes. If rubrics or constructivism are district priorities, mention those topics at board meetings, the opening day of school, faculty gatherings of every sort, PTA meetings, and anywhere else that staff or parents gather. Place priority topics on the agenda of the Administrative Council and make sure to mention them in the council minutes. Bring up the topic at faculty and department meetings. Keep teachers up-to-date on the progress for each priority, including obstacles and unexpected complications. Also, use your district newsletter to write about staff development. What are the priorities? What is going on in the workshops or study groups? Be sure to tell readers why these priorities were selected, what you need to do to train the staff, and what the effect will be on students.

Don't Leave the Parents Out. One of the most important actions several teachers and I took many years ago when we brought the National Writing Project to the Shoreham-Wading River School District on Long Island was to run workshops for parents. Some of our most committed teacher-leaders involved the parents in the writing process, to help them understand the principles we were trying to inculcate in students and to see exactly how we were trying to improve student writing.

Time and Money

Bringing teachers together to learn in a workshop or inservice course almost always requires some money and certainly requires time. If a school system takes the approach that, "We're not paying these teachers another penny," or "Let them figure it out and learn on their own time," assume that virtually no staff development will take place and that your school or district is heading for mediocrity or worse. Thankfully, few school districts sport this type of attitude anymore. In fact, Vermont, Texas, and New York, among other states, now require teachers to take inservice courses periodically to maintain or improve skills. Dealing with time and money when implementing school change is essential (see box).

Time and Money for Staff Development

- Use faculty meetings for short-term staff development opportunities.
- Take more time for more complex and sophisticated material.
- Negotiate for staff development in your teachers' agreement or contract.
- To reduce costs, use faculty meeting time whenever possible.
- Use after-school time—evenings, weekends, or vacations—whenever possible.
- Give inservice credit.
- Use released time.
- Schedule a group activity.
- Consider a school-university partnership.

Time

Because the time that staff members spend at school does not usually expand much, if at all, time takes on great value. The way that staff "spends" development time—think of *spending* an exhaustible resource, which time is—speaks volumes about a school's priorities. Thorough and thoughtful investigation takes some time, but should not take so much time that the energy for any improvement program dissipates. Many schools start out well, but obstacles that arise add months to their effort to begin some form of renewal or staff development. In some cases, months stretch into a year or two. Not only does nothing happen in the current move towards development, but the desire dampens for future development efforts as well.

No one wants to rush a half-baked idea to implementation or to choose a new textbook or method that would never had been chosen if a proper investigation had been done. All parties to any sort of change, however, must be alert to time and must recognize that when you go beyond weeks or a few months, inertia often sets in, the naysayers take over, and little action is accomplished. Write up a reasonable schedule for implementing a new process or procedure, and stick to it as closely as possible.

Consider the following suggestions for using time wisely in making changes.

Use Faculty Meetings for Short-Term Staff Development Opportunities. If you simply need to familiarize your high school faculty with some new reporting forms that the state requires, you can probably accomplish that activity at a couple of faculty meetings, which are wonderful opportunities for short-term staff development. No money is required, but recognize that staff development is the priority at that particular meeting and sacrifice whatever else might have transpired. Teachers in most states and regions meet anywhere from once each quarter to once each week in faculty meetings that are widely considered wasteful. Such meetings are often mandated in the teachers' contract, and many meetings that previously wasted teachers' time could be redirected toward short-term staff development.

Take More Time for More Complex and Sophisticated Material. In the past 25 years, we've learned a great deal in education, but we often do not systematically share that information with teachers. Experienced elementary teachers need to know about the recent arguments for phonics and whole language as well as be familiar with new materials for teaching reading and new interventions to help poor readers. Much of the basic argument about reading appears to be over, and both phonics and whole language apparently can play a role in teaching. If you were trained 20 years ago, you might not know enough about whole language; if you were trained 10 years ago, you might not know enough about phonics.

Think about the following advances in teaching and school administration: Core Knowledge (which grew out of E. D. Hirsch Jr.'s cultural literacy work), rubrics, Howard Gardner's theories on multiple intelligences, cooperative learning, new state standards, performance assessment, other forms of assessment (including new, far more sophisticated state tests), brain-based learning, several school reform methods, new approaches to leadership, revised methods for teaching character education, curriculum mapping, problem-based learning, differentiating instruction, and other topics represent just a fraction of the thought emerging in the past 10 to 20 years. Not all of these topics are new, but what is new are many of the methods, details, and research behind them. Teachers need to do serious reading, learning, and practice over many weeks, months, or years, depending on the complexity of the topic, to master this material. The late Madeline Hunter told me in an interview that if she had all day for three months with a group of teachers for training, she would regard that as "just a drop in the bucket" (Goldberg, 1990, pp. 41–43).

Investigating a new idea should take weeks or months. Real mastery of a new topic may take months or years. Teachers become better and better at a new program over the first few years as they practice it. If the program is an excellent fit for your school, the improvement will be immediate and should become even more effective as the program is refined and mastered over a period of one to three years.

Here are some examples of the differences in time that new staff development programs may need—for elementary, middle, and secondary schools.

* * *

Elementary Example

School District X wants its elementary teachers to become familiar with some excellent literature to use in grades K–5. The principal and a committee of seven teachers have met voluntarily four times and determined that they will need 10 three-hour sessions to familiarize their teachers with the literature. The school will continue to use a particular phonics approach that has worked well for them, but they realize that their students have not been reading enough high-quality works—which hurts the students in several ways, including on the new, more rigorous state exams.

Two of the teachers on the committee have read several articles in professional journals and attended local conferences on this matter and have made the following proposals to the administration.

- They would like to pay a local college professor who specializes in children's literature to prepare a K–5 reading list. The professor would also provide background at the first two meetings:
  - Recent developments in children's literature
  - A few appropriate high-quality books that are set in their state
  - Ways to stay in touch with good children's literature
  - Ideas for excellent questions and techniques to interest children in the literature, as well as deepen children's understanding of what they are reading.

The professor has also agreed to introduce at least five children's books at the meetings that teachers could use in their classrooms.

- The two teachers who attended the local meetings would chair the rest of the course.
- The principal would attend at least half of the sessions. The teachers want the principal to be aware of what they are doing, and they certainly want her support. They have specifically asked that the principal attend the first three meetings and privately hope that she will attend all the sessions.
- Each teacher will read all the material over a semester: approximately 1,000 pages of children's

literature. Because of holidays and other meetings, the 10 sessions will occur over 16 weeks. The two lead teachers would like everyone to be familiar with all the material for four reasons.

– First, the material must be assigned to grade levels, so that students read appropriate material and don't read the same thing two or three years in a row.

– Second, the teachers will determine whether students should read some material more than once and how much flexibility the teachers should have using materials for success with students at different skill levels.

– Third, the lead teachers want all the teachers to be familiar with the entire program; elementary teachers sometimes change grade levels, occasionally teach multiage classes, and, except for kindergarten, have a serious interest in the grade above and below them.

– Finally, all teachers—probably in small groups that cross grade levels—will take part in devising questions and ideas to accompany the literature.

* * *

Middle School Example

The teachers in Middle School Y want to learn much more than they now know about how to construct and use scoring rubrics. State exams currently use rubrics, and several teachers have been trying with varying success to construct their own rubrics. The teachers understand two things:
(1) They don't know enough about rubrics, and
(2) constructing rubrics is time consuming and best done by teams of teachers.

For this staff development project, the teachers will require five three-hour sessions. One teacher has attended several local workshops on rubrics, as well as worked with a team that constructed two of the rubrics that the state tests use. This teacher will lead the workshops. The whole faculty will meet for one session to become familiar with rubrics. Then teams of teachers will work on one rubric for their area.

These modest rubrics, which are designed for use in short units, will take two sessions. The lead teacher will spend some time with each group to answer questions and help work through obstacles. Classrooms will test each rubric, but the rubric will not be used as part of any student's grade. The teams will then come together for two more sessions to "perfect" their rubrics. Teachers may then use the thoughtfully crafted rubrics for grades in subsequent years.

If the workshops and use of rubrics go well, the teachers will consider future workshops to construct additional or larger, more sophisticated rubrics.

* * *

Secondary School Example

Over the past three years, the board of education, many parents, the teachers, and the administration have become convinced that the current organization of the two local middle schools and the high school is not the best way to meet either students' or parents' needs. Everyone has concluded that much more personalization is needed.

Parents miss the contact between the elementary student and his or her teacher. No one seems to know each student well, and students don't feel that they can turn to anyone in particular with an issue or problem. Recent tragedies in several schools have, of course, highlighted the lack of personalization in secondary schools. Several serious, although not fatal, incidents have taken place in this districts' secondary schools, and the entire school community is deeply concerned about the issue of personalization in the schools.

Four teacher-leaders and one principal have formed groups to look into this matter, and they see that schools with advisory programs have been successful in several parts of the country. Here are essential features of an advisory program:

- Each student has an advisor.
- No student is forgotten.
- There is a referral system so every advisor understands his limits.
- The counselors, social worker, and psychologist know when to play a supporting role or take over (see Goldberg, 1998).

This system has worked for a couple of years, in a modified form; but two big steps could improve it. First, of the many variations on a more complete advisory system, some broad-based group must decide which variation is the best fit for these particular schools. Second, for the system to work well, many more meetings are needed: focused meetings with individual students, information-gathering sessions, parent conferences across disciplines, and problem-solving meetings emerging from student recommendations.

This effort will clearly take several months of inquiry and a year of training before full implementation: up to six months of the first year for a group of 8 to 10 parents, teachers, and administrators (and perhaps a couple of mature high school students) to do all the investigation; an additional six months to do 45 hours of inservice sessions to familiarize the faculty with what they must do and to practice, by role playing, many of the new techniques. Even after that, occasional meetings and short-term inservice will address the functioning advisory system. This schoolwide, complex, culture-changing undertaking will take more time and effort than most other programs a school might wish to integrate into its system.

* * *

Money

Schools are like other organizations; just about everything costs money. If you've ever looked at the long, detailed version of a school district's budget, you know that it lists every expense that can be anticipated, from the smallest supply item to an emergency fund, if one is permitted. Staff development costs money—sometimes a very small amount of money and sometimes a great deal. While development of staff is a necessary expense, each school and district must determine what its budget allows. The following list provides several recommendations for conducting and paying for inservice work and some examples of costs.

Negotiate for Staff Development in Your Teachers' Agreement or Contract. If every teacher understands that he or she has a 90-hour obligation or a five-day obligation each year, staff development becomes a natural part of school life. Obviously, most teacher groups justifiably want some additional compensation for this time. Compensation can take the form of money, time, or funding to attend an overnight conference on a district priority; credit toward upward movement on the salary schedule as a result of successful professional development; or some other compensation agreeable to the district and the teachers.

To Save Costs, Use Faculty Meeting Time Whenever Possible. As stated earlier, many teachers consider most faculty meetings wasteful. Using these often-mandated get-togethers adds no cost to a school's expense and offers the

Reasonable Staff Development Costs

➤ Fifteen teachers meeting for 30 hours over the course of 15 weeks = 450 hours for payment. If teachers are paid $25 per hour for inservice work, the total cost is $11,250. No cost of supplies is included, nor is payment to a consultant or lead teacher or funds for any other expenses that would be required, whether teachers were being paid or not. No board or administration should underestimate the value in occasionally paying teachers for staff development. Paying teachers for their time is a very powerful way to say that this course is important and that we value your professional time.

opportunity to do something relevant and important to the teachers.

Use After-School Time—Evenings, Weekends, or Vacations—Whenever Possible. This approach becomes fairly expensive if teachers require payment for this time. You may have to use this time sparingly or as one element in a larger program. (See box, p. 40, for an example of how money can be an issue in new staff development programs.)

In the example, the district is paying each teacher $750. If the teacher is earning a salary of $48,000, plus fringe benefits of $12,000 (medical, dental, Social Security, retirement), paying that teacher $750 is not a huge expense, particularly when the teacher may only receive such payment once every four or five years.

Give Inservice Credit. Usually, school districts will award one inservice credit for each 15 hours of study. Teachers receive no immediate pay, but ultimately they will move up on the salary schedule as a result of earning additional credits. When teachers take outside courses at colleges or other approved places, as a leader you might as well take advantage of the opportunity to focus your staff development. Many school districts like awarding inservice credits because they do not usually transfer to another school district. This method keeps highly trained teachers and teacher-leaders from leaving the school district. If a teacher has taken 60 hours of training in problem-based learning or new assessment ideas over the years and become a more effective teacher and perhaps a teacher-leader, you do not want to lose that person.

Use Released Time. Released time incurs some expense and has both advantages and disadvantages. The expense, of course, is that you need to pay substitute teachers when the teacher is released from the classroom for a day or a half-day. Two advantages are that all the teachers are available and that a district can usually mandate this form of inservice. The disadvantage is that you do not want to remove excellent teachers from the classroom too often. You have carefully selected these teachers, and the students respond to them. Released time should be used judiciously.

Schedule a Group Activity. This activity is more easily done in an elementary school than in a secondary school, although in a secondary-school block schedule you can release a small part of the staff at a time. If inservice can be done in small groups, you can schedule an assembly or some large-group learning experience where only part of the staff is required to attend. In elementary schools, you might even use

Inservice at No Cost

All the 1st and 2nd graders are in the auditorium viewing a state-required presentation on fire prevention. Then they go outside to see and explore several fire trucks. Half the teachers and several parent volunteers accompany the students for the hour while the other teachers look over some new reading materials and hear a presentation from a representative of a publishing company. This activity may be part of an inservice course on reading. Many secondary schools with teams or block schedules can also work this out. In this arrangement, the school district incurs no expense.

parent volunteers and school aides to watch the class. Of course, this technique should be used sparingly, because you want to keep teachers in direct contact with students as much as possible (see box, on previous page, for an example).

A School-University Relationship

Alliances with Institutions of Higher Education. Forming an alliance with a nearby college or university may be a good idea for staff development. Of course, a nearby college or university (30 miles or less from your school) needs to have a real interest in a relationship with one or more school districts. The university also needs several staff people with skills in areas your district values, as well as a willingness to work cooperatively with your school district.

Questions About School-University Partnerships. Several other questions and issues relating to a school-university program are as follows:

- Does the college, school of education, or department of education have a desire to work cooperatively with you? Do you think that several of the faculty members on the college staff can help you?
- Is the university willing to appoint some of your teachers as adjunct faculty? You may have some experienced, highly qualified teachers who could be on a university staff if that were the career path they had chosen. You may also have, or soon will develop, several staff members with sophisticated skills in areas the school district has chosen as priorities.

- Is there a way to grant college credit for some or all inservice courses you (and the college) offer?
- Is the college staff willing to work with you in a relationship of genuine equality and harmony on selecting priorities?
- Is the college willing to hire people in areas of need or allow students, undergraduate and graduate, to do research in areas of need?
- Does the college have resources your school district can use: access to their library; media and computer expertise and equipment; student teachers; graduate students to do research?
- Is your school district willing to engage in real exchanges with the college: allowing important research to be conducted, subject to a joint school-district/college review to make certain appropriate safeguards are in place to ensure privacy and other possible violations of rights?
- Can a district teacher jointly conduct some courses with a college professor?

* * *

Staff development is the concern of teachers, administrators, politicians, and school board members. Through focused and serious staff development, teachers learn and a school or district improves. Although schools and districts will sometimes spend much money on staff development, inexpensive ways to provide inservice training are also available.

Staff development also takes time. School districts should consider a formal relationship with a nearby college or university. School districts often neglect staff development at the peril of not keeping up with responsible changes and information, not focusing the district's energies on issues important in that school community, and not allowing the professional staff properly to do its job in a rapidly changing world.

3

Broadening Leadership

One danger in leadership is in concentrating all of the power, inspiration, and knowledge in one or even just a handful of people. As mentioned earlier, many programs brought to a school or district by a strong or charismatic leader vanished within a year or two after the leader moved on to another job. In 1981–82, Richard Doremus wrote a series of articles for the *Phi Delta Kappan* on what happened to several well-known programs after about five years. In most cases, Doremus discovered that the person who started the program had left the school or district and that the program was moribund or nonexistent (Doremus, 1981a, b; 1982a–e).

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Linda Lambert (1998), in her book *Building Leadership Capacity in Schools*, highlights the differences among schools with low, moderate, and high leadership capacity. If you want a program to take root, grow, and last, your goal should be high leadership capacity. Schools and districts must discover ways of broadening leadership so that many people have expertise in and commitment to an area of priority.

Leadership is a broad term that can include levels of commitment and expertise. In the third or fourth year of most successful programs, teachers generally fall into one of the following categories:

- Four to seven staff members in a school of 45 to 70 teachers are the program's most enthusiastic and knowledgeable adherents. These people keep the program alive by ordering materials, reading them, arranging for continuing study and visits to other schools, and practicing several of the techniques for learning and broadening leadership detailed in this and the previous chapter.
- A second group of 10 or more people want to participate in any workshops that are offered and are also enthusiastic about the program but do not wish to take a "top" leadership position. These people talk about the program over lunch, in the hallways, and at meetings. They sign up for most classes or meetings on the topic.
- Most of the other staff members simply come to accept the program as part of the culture of the school and participate in occasional workshops and meetings to upgrade their skills. They are pleased to be part of the program, but have other work priorities of equal or greater intensity.

- The naysayers, now a relatively small faction and no longer of serious consequence as an opposition group, do the work without great enthusiasm, but they do the program no substantial harm.

To improve the possibility of having effective leadership for school or district change, spreading the leadership base is an important step (see box). This chapter, which expands on some of the material introduced in Chapter 1, discusses many methods of involving a broad range of people in the leadership function, which can help ensure long-term success.

Broadening Leadership

- Form study groups.
- Use action research.
- Distribute the expertise.
- Define the role of the administrator.
- Bring in new teachers.
- Include parents.
- Use problem-based learning.
- Continue the effort.

Form Study Groups

Study groups are a powerful way to continue and expand a program. If you have just completed a serious research and inservice effort to bring a science research program or multiple intelligences to your school, form at least one study group to continue learning about the subject as well as to look at local problems that inevitably develop during the implementation of any new program. The study group should have about 15 members—mostly teachers, but try to include an administrator, parent, or board member if possible. The study group might meet for 15 or 30 hours for one or two inservice credits over the course of several months.

Characteristics of Study Groups. Study group meetings should be at scheduled times. The study group must be serious, focused, and purposeful and not a loosely knit, randomly committed group that meets only when the spirit moves them. Inservice courses are often justly criticized as soft courses that are largely unstructured and casually attended. Make sure that these criticisms cannot be leveled at your study group.

The group should have a lead person, almost always a teacher, who makes room arrangements, orders materials, writes the agenda for meetings (based on suggestions from the group and other sources such as journals or ideas gleaned from workshops or school visits), and takes attendance. This person often receives a small stipend or is funded to attend a conference to learn about the subject under review.

Use of an Agenda. The agenda for the study group is extremely important and should be thoughtful and properly demanding. Readings, Internet research, phone calls, visits to other schools, and highly focused discussions with real outcomes can all be part of the group's work. Each group member should expect to do all the work indicated in the agenda. For instance, the group might read an article or do some work based on an inquiry kit prior to the meeting, or the group members might be asked to respond to several prompts prepared by the group leader related to a county workshop attended the week before where new intervention techniques in reading were presented.

Attendance. Regular attendance is required for all study group members. A school or district standard for attendance and make-up work should be in place for all inservice courses.

The study group should concentrate on new, relevant information as well as classroom problems that arise. Perhaps an issue of *Educational Leadership* covered multiple intelligences or new materials on standards and assessment. Read and discuss that material with the following questions in mind:

- How does this apply to our school?
- What, if anything, should we change?
- Should we send some of this material on to our colleagues?
- What problems have occurred in classrooms lately?
- What can the study group do to learn how to solve or ameliorate those problems?
- What is the best way to work with a teacher on a classroom problem related to the new program?
- Is it time to make a presentation to the faculty on new information?

Perhaps a videotape, a CD-ROM, or an inquiry kit on your topic can help the group focus its efforts. The group might also create some materials for classroom use.

School Visits. Another approach the study group can take would be to find a school within 100 miles that is a year or two ahead of the group in implementing the desired program. Perhaps four or five members of the group should visit that school. Brainstorm before the visit about what questions to ask people in the other school. Invite some staff members from that school to visit the study group to discuss some aspect of the new program. The study group should always report its findings to the whole group after either type of visit.

Use Action Research

Action research is the systematic investigation of a classroom issue or problem. Teachers often work together to identify the precise problem, to figure out what information or data to collect, and to determine how they will analyze data germane to the problem. Action research may help find answers to some of the questions that come up in a complex program.

Unless someone has considerable experience with action research, seek out some help in the beginning. Can someone in your school, another school, or a nearby university help you set up a modest action research design to look into an issue or two that interest several staff members? Most teachers can learn how to set up an uncomplicated action research design in a few hours. It may take 6–10 weeks (working two to three hours each week) for a small group of teachers to carry out a modest project. Putting together and analyzing the data will take another day or two. Of course, it will take another few hours to figure out what you can safely infer from the data.

Construct the action research plan carefully enough to ensure that you accomplish your goal or purpose:

- To determine whether a particular phenomenon is present or not, or
- To prove or disprove that some new method will work.

Following is one example of a model action research study and a recommendation if teachers want to do a more ambitious study.

Studying Cooperative Study Groups

Does using cooperative study groups of four or five students or pairs of students lead to better results on vocabulary tests? Several 7th-grade English teachers want to know, so they construct an uncomplicated action research design as a test. Sometimes districts have an approval committee that will allow teachers one inservice credit to perform such a study, because it requires a number of hours of extra work and benefits other teachers.

The teachers carefully identify the research question or questions, determine how to collect data for two or three months, consider how they will analyze the data, and create a plan for reporting the results to other teachers and administrators. Finally, they consider what actions, if any, they might take as a result of what they have learned.

A study group or subgroup of the larger group can also perform action research studies that can be much more complex than the example presented here. Sometimes a larger number of teachers is involved, and occasionally an outside consultant works with the teachers for a number of hours. Richard Sagor's book *Guiding School Improvement with Action Research* (2000) is a helpful guide that presents a seven-step process for using action research.

Distribute the Expertise

Several teachers should become real experts in any new program. For the program to succeed on a long-term basis, though, broaden leadership and skill capacity and build expertise among a number of people. Generally speaking, several teachers usually wish to take the lead in any program, so distributing the expertise can be a natural outgrowth of any initiative. Do not center expertise in a small group or an "in" group of educators. For an elementary school with 45 teachers, try to expand the leadership base to at least 4 or 5 teachers. Although including an administrator in the group is always a good idea, using teachers is important because they are more likely than administrators to remain in the school for a number of years. Also, teachers are better positioned to influence other teachers. If possible, encourage one or two teachers to join the group who would not normally be part of the "natural" group that has an interest in the area under study.

Broaden Leadership. Leadership groups with three or fewer members are not recommended. In such a small group, some members probably have other leadership abilities and are more likely to leave after two or three years to become administrators. Also, with only two or three teachers in the leadership group—particularly if those teachers are friends socially or natural allies—the risk is present of having an "in" group that can alienate other teachers.

On any given issue, the experts typically emerge from the study group that originally looked into the program or issue. These people may eventually lead new study groups, serve as mentors, teach an inservice course, or work with teachers in another school in the district. Experts should have a small budget available—for example, $200 per year for books and materials. These staff members should also attend local workshops on the subject and more distant conferences if the district has the funds available. The attitude of district officials should be, "We want to do whatever we reasonably can to support these people. Because their work is a district priority, we want to devote as much time and money to this effort as the district can afford."

Importance of Meetings. The leaders should meet once each month as a group to compare notes and to consider what materials and information they wish to bring to the attention of the study group or the faculty. In addition, they should continually explore ways in which they can deepen their expertise by making phone calls, searching the Internet, reading the relevant journals, and attending local meetings that bring them into contact with people who have information or training to offer.

Teachers should never perceive the central or essential leadership group as a closed entity. Perhaps in the second or third year of a program, another teacher can join the original group. Teachers who leave should be replaced so that new perspectives can enter the group and the size of the group is maintained. Eventually, largely as a result of study groups, experience, and inservice work, a broad base of leadership will emerge; but for most programs a small group of adherents will always remain the "leaders."

Define the Role of the Administrator

Ideally, an administrator should be completely involved in each investigating team or ongoing group, although time constraints do not always make that possible. When an issue finally becomes identified as a school or district priority, an administrator should sit in with the lead group. The administrator does not usually chair the group and may not be able to attend every meeting; however, she should be active, interested, and as fully involved as possible.

Include Administrators. As mentioned earlier, always include an administrator in the initial investigation of a new idea or program. Recruit as part of the team someone who sits on or has access to the administrative council and who has regular contact with other school supervisors. That person can help secure budgeted dollars as well as act as liaison between the study group and the school's or district's supervisors.

In a small school or a school where administrators have demanding bureaucratic assignments, be sure the team keeps some administrator informed of progress and needs. Have one "sponsoring" administrator for each team or group. One member of the group can meet regularly with the administrator on an informational basis, and at intervals the administrator might attend a meeting or workshop to participate or to find out about more pressing problems.

Involve Teachers. Of course, many administrators are fine educational leaders, and sometimes a respected administrator can and should lead a group. Even then, if the program is to grow and last, several teachers should be involved as virtual coequals. Identifying the new program as the administrator's "baby" is a good way to doom a worthwhile program when the principal leaves the job, or if teachers perceive that the impetus for change is yet another top-down directive.

Bring in New Teachers

Essential Interview Information. When a new program comes to a school or district, new teachers should find out about the program during the initial interview for the job. Orientation and mentoring programs are also opportunities to introduce the program to teachers who are new to the school. Interviewees need to know that understanding and participating in the program is not an option but is part of the school culture.

Including the new program (or programs) in the interview helps gauge the reaction of teaching candidates to an advisory system, to a multiple intelligences approach, or to a new math or reading program. The interviewees also garner some insight into what type of school and district they might be entering. Perhaps the teaching candidate—because of prior educational or internship opportunities—even has some expertise or experience in the program under study, but that won't often happen.

Full Induction. Too often in education, teachers do not receive proper induction into our profession or into each school in which they work. Induction is common in the business environment and is becoming more common in education. Two crucial elements in induction are *orientation* and *mentoring*, during which time administrators and mentors should devote serious attention to any relatively new and extensive programs in the school. In addition, a more "natural" induction into new programs takes place as they are discussed at faculty meetings, in lunchrooms, and other informal settings. Soon enough, new teachers will be drawn to programs that match their skills and inclinations.

Inservice Programs. Some new teachers, perhaps in their second year, choose to learn more about relatively new programs by taking an inservice course or joining a study group. Several new teachers will likely become strong adherents, and perhaps leaders, in the program in just a few years. As new programs develop and more and more new teachers are drawn into them, the school over time takes on an increased culture of learning and enthusiasm for professional growth.

Include Parents

Educators sometimes forget parents in the education equation, but parent workshops are a powerful way to gain support and understanding for a new program. These workshops are not for training, but instead strive to acquaint parents with activity in the school or district. A workshop in a new reading program might just take two hours one evening, but with this activity, parents find out what you are doing, why you are doing it, and what the benefits will be for their children.

Writing Workshop Example

Say the purpose of a parent workshop is to introduce parents to the National Writing Project, which you are introducing to your school. The parents need to know the following:

- What are the guiding principles of the National Writing Project?
- What in-school research indicates that the children in your school are not writing as often or as well as they should?
- What theory, research, and practice undergird this new program? This question does not imply that you have completed a doctoral dissertation on the National Writing Project, only that the original group investigating the new program did a reasonable amount of work to determine that the recommended program is an educationally respected solution that fits your needs.
- What are the specific expectations for frequency and quality of writing after a year, and what methods will you use to determine improvement?

Offer workshops as often as necessary or as parents request them. Invite board of education members to the parent workshops, even if the board members can't always attend. The superintendent can also report to the board members about feedback from the parents about the workshops.

Teachers who have gained some early expertise in the program should conduct the first parent workshop. After the program is established, presenters can be drawn from the many people who have experienced study groups or are leaders in the program. One delicate consideration is which teachers should make the presentation. The study group must discuss which teachers are best at presenting to adults—not always the same people who are good with children. Also, some political or other issues might be related to who should make the presentation. The primary consideration should always be who can present the information most effectively.

Use Problem-Based Learning

Problem-based learning (PBL) is an effective technique for expanding leadership, particularly after a program is started. Issues invariably come up that do not have a simple or right answer. PBL is designed to deal with messy or ill-structured questions, such as

- What should I do with students who are good readers but stubbornly refuse to read most assigned material?
- How do I answer and work with some of my better or more ambitious students who complain that they are not given enough credit for the work they do in cooperative groups?

PBL Example

A teacher who is having a problem can work with a few members of a study group or the leadership group in the following PBL manner:

1. State the problem or question in some detail, perhaps in five or six sentences. Do not point toward an answer of any sort. Just formulate the ill-structured problem in enough detail to pursue it.
2. Determine what you already know about the situation.
3. List what additional information you feel you need to know about the problem.
4. List people and sources of information that can offer helpful information.
5. Say how you will arrive at possible answers or solutions.
6. State how you will evaluate your answers and solutions.

Problem-based learning is a good technique to address problems that likely have no one correct answer. Relative to the questions posed earlier, many ways are available to deal with reluctant readers or students who do not feel their contributions are recognized, but no singular and definitive responses to these problems are apparent. Some fine books on this subject, such as Robert Delisle's *How to Use Problem-Based Learning in the Classroom* (1997), provide better and more detailed information than is presented here. The important point about using PBL is that a small group of people, including the classroom teacher, can work powerfully and collaboratively to solve problems that have no one absolutely correct solution.

Continue the Effort

Some schools and districts make the mistake of instituting a program, investing heavily in it—and then believing the program should run well, perpetually, on its own momentum. That approach is totally unrealistic. Any successful program needs occasional recharging or renewal. Rather than just letting a program run itself (likely into the ground), a more reasonable and effective approach to any new program is as follows.

Year 1: Explore the program. Introduce it to the faculty, school board members, and the community.

Year 2: Implement the program. Conduct simultaneous inservice work (15 to 30 hours) plus several faculty meetings. Form a leadership group.

Year 3: Continue the program and simultaneous inservice work (15 hours). Hold several faculty meetings plus the first study group to monitor its implementation. Continue the leadership group.

Year 4: Continue the program, study group, and leadership group. Hold two faculty meetings to discuss the program.

Year 5 and beyond: Continue the program and the leadership group. Conduct studies every second or third year, and hold an annual faculty meeting to discuss the program.

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Institute Support Structures. Along with this schedule, the interview, orientation, and mentoring components are in place to involve new faculty members in school programs. In addition, curriculum conference days or other special days provide the occasion to update the program or provide supplemental workshops. The point is that at no time can the advisory program, standards program, or assessment program just run itself. The attention paid to it can be adjusted over a period of years, but any worthy program must be monitored.

Learn to Avoid Failure. Because of the ongoing attention paid to existing programs, having 10 priorities—or 8 or even 5 or 6—running simultaneously is a recipe for failure. Resources simply get stretched too thin. In addition, school districts should not take on more than four large-scale new programs (constructivism, an advisory program, or science research, for example) over the course of a few years. Two or three major initiatives are quite enough.

* * *

Broadening leadership in a school or school district means engaging many teachers and administrators. By expanding the leadership base, schools can better ensure continuity if one or two leaders leave the district. Study groups, action research, problem-based learning, orientation and mentoring programs for new teachers, parent workshops, and follow-up inservice courses and meetings are some ways to increase the leadership base.

4

Situational Mastery

Success in a leadership job is a function of the fit between a person's skills and the leadership work to be done. As discussed in Chapter 1, there is no specific set of fixed leadership skills that you can universally apply to any setting. Harold Hodgkinson, who has worked as a research demographer in dozens of school districts, said in an interview that the best approach is to "train people in what gifts they have for particular settings" (Goldberg, 2000b). General George S. Patton was an extremely effective tank commander in World War II, but not many people believe he would have had much success as, say, a diplomat. Some teachers do well in conservative or progressive schools, but

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What Is Situational Mastery?

- Making the fit.
- Accommodating the fit.
- Personalizing the fit.
- Expanding the fit.

few teachers would find it easy to adjust from one extreme to another. Some teachers prefer direct instruction and a highly ordered classroom; others are more comfortable with a constructivist approach and a somewhat more flexible classroom.

Before teachers and administrators apply for leadership positions, people in both categories need to pay careful attention to their skills, inclinations, strengths, and deficiencies. They need to assess their philosophies about how children learn, how school faculties grow, how change occurs, and other issues. Certain sets of abilities apply better to particular circumstances, and the more successful leaders find these "job matches" rather than try to impose themselves in situations that do not fit their styles and predispositions (see box).

Making the Fit

For individuals searching for a school position, a good piece of advice is—before interviewing with prospective employers—to take careful stock of what you know and what you need to learn to achieve success. In some places in the country, schools or districts have a greater range of choices than in others. Some school districts have three good candidates for each position, while other districts face chronic shortages. If you interview extremely well or if there is a shortage of candidates, you could be offered a position for which you are not a good fit. No one wants to be in a teaching or administrative position for two or three years while feeling deeply uncomfortable or under constant threat of dismissal.

Balance. Job fit is not a precise equation, but a reasonable balance must exist between your skills and philosophy and the job that needs to be done. The literal job requirements are only part of that balance; the culture of the prospective new workplace is equally important. Consider the following situation.

* * *

Elementary Teacher Example

Mary Smith is a second-year, 4th grade teacher. In her college training, she particularly enjoyed two classes where the professors used problem-based learning. She was able to do some undergraduate work in the National Writing Project (NWP). Mary has now taken an inservice course in her school district in National Writing Project techniques, and she uses elements of the NWP in her classroom. Her students do a great deal of hands-on work. Mary prepares and organizes carefully for her class activities, so she can move around the room and help individuals or groups. The administration of her school maintains a serious environment that cares about educating the whole child. Scoring well on the new state tests, some of which are pretty good measures of what is actually going on, is also a high priority for her school. Mary relates well with her principal, who encourages experiential learning for at least part of the day and likes to see students working animatedly in small groups.

Mary and her husband, also a teacher, have decided to move to another area of the country. During school vacations, they made two exploratory trips to the area of their choice. On one of those trips, Mary arranged to visit a local elementary school recommended by a real estate agent as "doing a good job," hoping to find a place similar to the school where she now worked. She did find a good school, albeit very different from what she enjoyed. The school was built around the Core Knowledge program, a protocol that mandates a set curriculum in each elementary grade. The teachers she met were bright and serious, and the students seemed pleased at the school. The atmosphere in the school was positive, and the newsletter articles she read showed how pleased the teachers and the community were with Core Knowledge. However, most of the instruction was direct, there was considerable emphasis on tests, and the teachers had less opportunity to take the major initiatives that Mary had grown accustomed to at her current school. Even though some flexibility was allowed, the teachers were, for the most part, committed to traditional methods.

> Mary recognized that this school in her chosen relocation site was a good school and that the children were learning and enjoying their daily environment, much as they were in her present school. Yet she understood that the culture of this school made her uncomfortable. She knew that her skills and inclinations would not be a good match.

* * *

Flexibility Counts. Take stock of how much flexibility the school or system to which you may apply or are applying to provides. Is there room, even a warm welcome, inside a rather progressive system for a teacher or administrator who is relatively traditional? In another circumstance, would the reverse be true? For instance, is the school or district organized around teams or houses? (See later explanation of "houses.") How much variation exists? Is this a large, comprehensive school in which different teaching styles are tolerated or welcomed? Is this school in the process of a philosophy change? In what direction is it going?

Variety as the Norm. Schools and school districts—even those in close geographic proximity—vary greatly from one to another, as the following three examples illustrate. In fact, variety in approach and philosophy is increasing. Many cities and large towns are experimenting with schools that vary from the norm. In the past 10 years, single-sex schools, project-oriented schools, minischools, theme schools (uniforms and direct instruction, emphasis on art or math/science or some other theme), charter schools of many stripes, and even a few voucher experiments have tried to accommodate segments of the population who believe their children are not receiving the education that they need. The following are some examples of diverse programs:

- Debby Meier, a MacArthur Award winner, has been the principal of several schools in New York and Boston that do not resemble most of the other schools in those cities. (Individuals who exemplify outstanding creative accomplishment receive these awards annually. They are worth about $300,000.) Debby's schools were smaller, teachers worked longer hours, and the schools were organized around some guiding principles that favored broad essential questions framed by the teachers (and sometimes older secondary students), cooperative learning, serious research, mature conversation, and performance tests.
- Many large cities now have a few Core Knowledge schools, which are usually serious, successful places. The teachers and principals have training in Core Knowledge and are devoted to a structured curriculum, which includes a great deal of common information, and a direct method of teaching, for the most part. For half of the curriculum, the teachers have agreed to do very much the same thing at the same time and value the type of information and high-quality work embedded in the Core Knowledge program.
- Some schools are organized around "house" plans, or smaller schools within a large school building. Newton High School in Newton, Massachusetts, for many years was a pioneer in this arrangement, although these plans have become more common today. Schools divide along some interesting

lines: traditional or progressive, arts, social issues, math/science. Sometimes the division is made simply to achieve smaller, more personal schools. In some cases, as many as six houses or small schools operate within the larger school, although two or three schools within the "umbrella" school is more common.

Of course, even within so-called traditional systems, some schools—rightly or wrongly—earn the reputation of being more liberal or more conservative than others. Over time, as teachers and principals place their stamp on a school, the culture changes, perhaps glacially but inevitably, and a school takes on a coloration that no group set out consciously to achieve but which nonetheless makes the staff and community pleased with the result.

Accommodating the Fit

Assessing Your Strengths and Weaknesses. An important part of the self-assessment that goes into finding out what environment best suits one's particular qualities and characteristics is determining if people in a given situation have strengths that can compensate for your recognized weaknesses. The most enlightened hiring organizations also take into account the need for complementary characteristics among personnel. Not every candidate or incumbent can possibly be a perfect match to every aspect of a job description. The following four examples demonstrate how people and organizations can recognize varying levels of strength and accommodate them.

Superintendent Example

You are headed for a superintendency, and you must do a realistic assessment of your strengths and weaknesses in relation to the job at hand. If your new workplace has for the past few years moved toward a constructivist approach toward elementary education and you know relatively little about that approach to learning, be certain that many people can explain the program to you and help you maintain and improve what is already there. You may even wish to hire an administrator, if a position is open, who has a strong background in constructivism.

Another aspect of your assuming the superintendency is that you were hired chiefly for your previously demonstrated skills in budgeting, teacher negotiations, and attention to state standards—areas that will require much of your time. But after assuming the job, you find that two consultants under contract the previous year identified deficiencies in the science curriculum. In addition to people who can help with constructivism, you may need to hire an excellent science curriculum person or elevate someone already on staff who has the requisite skills. Thankfully, your board realizes that you may need additional help in certain areas—a situation quite normal for any school executive. Your state may have passed a thicket of new statutes that apply to schools, and you may need to replace your school attorney with someone who is more familiar with the recent legal requirements. Most superintendents find that doing a good job is a result of their own skills, as well as the ability to recognize their insufficiencies and willingness to hire support staff.

* * *

High School Teacher Example

You are a teacher candidate for a high school position in a school with an advisory program. Find out the advisor's responsibilities. Although you are not certain that you'd enjoy the advisory role you'll play, you can learn to do the necessary advisory functions. Advisory programs in secondary schools are working to make schools more personal and to give each student an advocate, but not every teacher wants to have a close, counseling relationship with students. To be excellent at "advising" may require a commitment and set of personal skills that not every teacher possesses, and achieving excellence as an advisor takes more than one year and a positive attitude toward the advisory program. Still, any well-educated teacher can learn the basic requirements of advising during the first year of experience. Recognize that some teachers are simply better advisors than others.

* * *

Principal Example

In his first year as the administrator of a brand-new high school, a principal learned that budget, curriculum, and personnel were areas of great strength for him, but scheduling was not. He was just unable to master the geometric thinking that allows an excellent scheduler to see "blocks" of classes or students being shifted in configurations that give students or teachers the best possible schedule. Fortunately, a young math teacher at this school was good at exactly this skill. That teacher became the school's scheduler for a contractual stipend over his salary as a classroom teacher and continued in that role for several years. Asking teachers with particular skills to do certain administrative functions is an excellent way to ease talented staff members into leadership roles. If several teachers take such roles, the school could save money by eliminating the position, say, of one assistant principal—with no loss to the school.

* * *

High School Training Example

Thinking carefully about new training related to one's skills and background can be a challenge. Consider the experiences of two teachers facing possible new assignments in a school trying to increase flexibility in staff use and scheduling. A teacher with a strong background in chemistry and biology is asked to teach a section of physics and earth science. The teacher has no attraction to those subjects, doesn't feel comfortable learning those subjects, and has some aversion to the content of those areas. He really "can't" learn those subjects well enough to teach them effectively, and he certainly doesn't care to study them. He did not take the assignment.

Another teacher in the same school, however, is a French specialist who has been asked to take some university courses in Spanish so she can eventually teach that subject. The language teacher responds enthusiastically and becomes an outstanding teacher of both Romance languages. The district provided some additional incentive by paying the teacher's tuition for the courses. Consider the benefit to the district of having a teacher who can provide this flexibility.

The science teacher was not trying to be difficult, and the French teacher was not trying to be a paragon of flexibility. Both teachers carefully examined their abilities and inclinations and made good decisions about what they could or could not do. Too often, school officials believe—mistakenly—that if you can coach one sport, sponsor a particular club, or teach a subject successfully, you can easily transfer those skills. Ostensibly, a high school English teacher can teach any subject within his certification area, but any experienced supervisor knows that the journalism teacher or the American literature teacher may not be good at teaching Advanced Placement literature or theater or composition. In larger departments, these problems are not as pronounced as they are in smaller systems.

Personalizing the Fit

Fitting In. Situational mastery is the art of fitting skills, needs, and inclinations to a setting in which one can be of real help and derive satisfaction from the work. People trying to achieve situational mastery need to be honest with themselves about everything from the kind of school climate they enjoy to the kinds of people they like to be around, from the size of the school or district desired to the educational philosophy of the school itself. In teaching or leadership positions, people are obligated to work as hard as they can and as honorably as they can with every student, colleague, and situation encountered. Before accepting teaching or leadership positions, however, people must consider thoughtfully who they are and where they will fit, even if some of those considerations seem controversial or uncomfortable.

Questions for the Interview. Any reader can easily alter the following questions to make them fit a particular situation, but educators seeking a new position need to consider the following questions. (These are questions for self-analysis; but the person conducting the interview may also wish to ask some of these questions—within the bounds of appropriateness and legality.)

- Do you prefer a system that varies teaching assignments or one where teachers remain in the same assignment for many years?
- Do you wish to be in a system that has students and faculty from a variety of backgrounds?
- What are your strengths and weaknesses as a principal?
- What are your feelings about teachers' associations or unions?
- Do you enjoy being around students with disabilities? Which conditions present a difficult challenge for you?

- Do you want to work in a town, a small city, a large city, or a suburb of a city?
- What are your ambitions? Do you hope to become a superintendent, a chairperson, a principal, a special education director, or . . . ?
- Do you prefer traditional or nontraditional methods of assessment? Do you prefer direct instruction or constructivist learning as the dominant mode?
- How important are salary and fringe benefits to you? What are your requirements?
- Which national educational trends do you favor, and which do you believe should be resisted?
- Are you willing to take on cocurricular responsibilities such as coaching, chaperoning trips or dances, or sponsoring a club? How much pressure does this school impose to help with such activities?

Some of these sensitive issues never come up, at least directly, in an interview. But, again, each candidate for a new position needs to consider these questions in her own mind to ensure that the fit is as close as possible, so that she can be as effective as possible in her work.

Consider Your Beliefs. E. D. Hirsch Jr., the proponent of "cultural literacy" and the Core Knowledge curriculum, has strong feelings about a core curriculum in elementary schools. When asked if he felt that the Core Knowledge curriculum should be in every school in the United States, Hirsch thought a bit and replied, "This is a big country. There's room for everyone" (personal communication, February 8, 1997). Of course, certain attitudes are plainly unacceptable: racism, the belief that certain children can't learn or that most disabilities cannot be overcome or compensated for, or any outlook that reduces our commitment to young people. People do, however, have individual preferences and the private right to put themselves into circumstances where they feel comfortable that they can do the most good. Clearly, no one program is right for every student, school, or community, and no one person is appropriate for every position that comes open.

Expanding the Fit

Keeping Up. A teacher cannot know what skills he possesses or what programs he favors unless he's sampled those skills and programs, or at least learned something about them. Research, information, knowledge, and new practices in education have simply exploded in the past 25 years, much as they have in other professions. No one can be an expert at many things because of the complexity of each specialty. A well-educated 1st grade teacher in 2001 with five years of experience probably knows more about teaching reading than a "reading expert" knew in 1960.

Current Trends. Take a look at the following list—an informed but admittedly slightly arbitrary list to which any experienced educator could certainly add another 10 or more items. Do you know enough about most of these items to talk about them intelligently, to know where to find more information, and to participate in decisions when an item on this list is an important component of that decision? Do you even know how you feel about most of these items?

Over a period of years, you need to learn what educational culture makes you the most comfortable and what programs have the greatest appeal for you. You should know if you want to promote some of these ideas in your school or district or which of these ideas has the least appeal to you.

Whole language
Coalition of Essential Schools
Rubrics
Standards
Vouchers
Site-based management
Cooperative learning
Action research
School taxation and budget
Scheduling/block scheduling
Core Knowledge
Brain-based learning
Constructivism
Advanced placement
Advisory system
Charter schools
State laws and policies on education
Portfolios
Bilingual education
Grade retention
Assessment
Problem-based learning

From a professional rather than a personal standpoint, what are some ways that you can begin to expand the range of situations in which you might fit? Consider the following recommendations.

Begin Looking at Education Journals

Note that the suggestion is *not* to read the journals thoroughly. Time is limited for busy educators. The best way to *look at* selected journals of special interest is to subscribe. Each month or quarter, you'll receive the periodical and find that two or three articles truly interest you. Most people read perhaps 10 to 25 percent of the journal articles with some care, skim a couple of others, and peruse whatever advertisements, columns, or announcements that interest them. The appropriate journal for you depends on your specialty. Examples could include *Reading Teacher, American Biology Teacher*, or any one of six or seven administrative journals. (See the Appendix for contact information.)

- Be sure your school, district, or local library subscribes to a variety of educational journals. Individual teachers usually subscribe to one or two journals, but the library system can often subscribe to several other journals requested by school staff. As mentioned earlier, *Educational Leadership* and *Phi Delta Kappan* are two large-circulation, broad-based journals that capture many of the current issues in education, as well as contain announcements of conferences, new books, and other items of interest.

Web sites can also lead you to almost any topic that is mentioned in a journal article. You might not be able to attend an advertised national conference, but try to obtain the catalog or program from someone who was there, or view it on the organization's Web site. Just looking at the subject headings and names and topics of the major speakers and workshop presenters at a large conference will alert you to issues of continuing or emerging interest.

Attend Educational Conferences

Be aware of what is going on in your state. Every jurisdiction has meetings and conferences of some sort. Large states such as Texas, California, and New York can draw 500 to 2,500 teachers or administrators to a state teachers', administrators', or curriculum conference sponsored by one of the major educational organizations in that state or by that state's education department. In many ways, these conferences reflect what goes on at the larger, more comprehensive national meetings. Even in smaller states, these conferences are valuable. The smaller states may have fewer attendees and workshop choices, but most of the sessions still address topics of national interest as well as topics of special interest in that state. In addition, many of the people who participate in state conferences also go to national conferences and are good sources of information.

Try to attend a major conference of interest to you every two or three years—more often, if possible. School districts can defray all or part of the expense, a local PTA or other organization interested in education may help, and the nonreimbursed portion of the expense may be a tax deduction for a full-time educator in the United States. For many educators, obtaining funding to attend conferences is difficult; but both individuals and districts should do what they can to take advantage of conferences. If at all possible, schools or districts should send teams of three or more people to conferences. Even the most enthusiastic participant cannot attend more than one session at a time, so sending more than one person ensures greater coverage at the conference.

Further, a certain synergy and cooperation results when three or more colleagues attend a conference together. Be sure that staff members who go to conferences have an opportunity under good circumstances to report back to their faculty or department.

From the Coalition of Essential Schools to the National Council of Teachers of English to the Association for Supervision and Curriculum Development, just about every educational organization has one or more conferences, meetings, or institutes in different cities around the country. The annual conferences of many large organizations—for example, the International Reading Association (IRA) and the American Association of School Administrators (AASA)—are attended by 5,000 or more educators; and attendance by 10,000 or more people is no longer rare at a large organization's conference. These conferences are rich sources of information.

* * *

Situational mastery is the art of placing yourself in circumstances where your skills and inclinations closely match the job at hand. A teacher or administrator about to embark on a job search or interview should determine if the culture and requirements of that job are a close fit for the individual's beliefs and strengths. One can also look at how flexible or welcoming the new organization might be to a person whose skills and educational outlook are somewhat different from those of the current majority.

Given that each person naturally brings considerable strength in areas that the new school or district values (or else the hire would not have been made), will there be opportunities for learning about or compensating for some of the areas that are less strong? As a new hire, would you be able to bring on someone to complement your skills? Are there people currently on staff who complement your skills? Alternatively, would the school or district fund study, journal subscriptions, conference attendance, or other methods that may help increase selected skills or fill in knowledge deficiencies? Would the district encourage working with like-minded colleagues on renewing existing programs or even bringing in new ones?

5

Discrimination, Racism, and Poverty

The United States is a country where concerns about discrimination, racism, and poverty are pervasive. When I interviewed Seymour Papert at MIT (Goldberg, 1991a), I expected our conversation to be primarily about computers and LOGO, the program he devised for elementary students. Yet Papert was more eager to talk about the "activist streak" that had developed in him as a boy in his native South Africa, where he opposed apartheid. For Papert, the driving force in all his work was including

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minorities in every possible educational opportunity, and his belief that computers may help level the playing field.

In another interview, with E. D. Hirsch Jr. (Goldberg, 1997), Hirsch stated how deeply he had been affected as a young man by Gunnar Myrdal's 1944 book on race in the United States, *An American Dilemma.* For all his adult life, Hirsch has felt that the "avoidable injustice" of not providing minority children with a proper education must be eradicated, and he is convinced that the Core Knowledge curriculum that grew out of his best-selling book *Cultural Literacy* helps to correct this injustice. The basis for Hirsch's conviction is that lack of "prior knowledge" is responsible for the below-average performance of many poor and minority children on standardized tests.

An enormous and growing population in the United States is composed of non–English-speaking people and people of color. Demographer Harold Hodgkinson notes that early in the 21st century, 68 percent of the students in California will come from homes where English is not the dominant language. At some point in this century, the majority of U.S. residents may be African American, Hispanic, Asian, or one of three or four other minority groups (Goldberg, 2000b). Poverty is another major concern and not necessarily related to one's racial background or language of commerce.

The diversity of cultures and economic status in the United States is a universal concern that affects every educator. Although far fewer minority and indigent residents live in Maine or North Dakota than in Florida, Texas, New York, or California, children who grow up in Maine or

North Dakota will often go to college in other states and frequently end up residing in other states. Every citizen needs to know how to live and work with people from different backgrounds. Every educational leader has a stake in seeing that all children are well educated and that color, ethnicity, religious background, and economic status never bar a child from a good education.

The recommendations in this chapter are intended to apply to any group that Shirley Brice Heath calls a "subordinated population" (Goldberg, 1992). These people are not typically treated as well in schools as they deserve to be. They may be poor whites in Appalachia; African Americans in a large city; or Hispanics, Asians, or others who do not fit the stereotype of middle America that seems to linger from Norman Rockwell portraits. Increasingly, as the late Ernie Boyer said, "It is the gap between the haves and have-nots" (Goldberg, 1995) that creates the rift in American culture; and this division crosses racial and ethnic lines. The Cuban daughter of two well-educated parents in Miami or the son of two well-educated African American parents in Philadelphia may not be in great difficulty, but their cousins a few blocks away may face school problems that threaten to overwhelm them.

Sadly and unfairly, all people of color are more suspect of crimes or imminent violence in our society, without regard to socioeconomic status, observable indicators, or realistic evidence. The New Jersey state trooper case on racial profiling in 2000—which revealed highly suspect federal guidelines for approaching members of minority groups—has publicized the extent to which African

Americans, Hispanic Americans, Asian Americans, and Italian Americans are the targets of law enforcement officers. Too often, their treatment in school has many of the same characteristics. Linda Darling-Hammond of Stanford University lamented that she "watched a whole group of my middle child's friends 'tracked' down [to lower levels of classroom groupings] in middle school, primarily African-American children who had been in a gifted and talented program in elementary school" (Goldberg, 2001).

Prejudice is such a complex topic that even simple discussions about it are difficult. Prejudices against poor people of every color and background are obvious, as are the prejudices of minority groups who have bad feelings about other minority groups, as well as minority groups who harbor prejudice toward the perceived majority culture. Other prejudices include stereotyping, discriminating against, and even attacking, people based on their sexual orientation. Anti-Semitism and pervasive xenophobia are other forms of prejudice. The overarching point here is that all forms of discrimination must be placed under a bright light, defeated in every way possible, and represented as intolerable in all settings, and certainly in our schools. (See box, p. 86, for ways to work toward defeating prejudice in the school environment—all addressed in this chapter.)

Make Defeating Prejudice a Priority

Safety, Then Antidiscrimination. After ensuring the physical safety of students and staff, defeating every form of prejudice must be the highest priority in school districts. Of course, schools have a serious mission to educate every

How to Fight Discrimination, Racism, and Poverty

- Make defeating prejudice a priority.
- Include the whole community in defeating prejudice.
- Change your own attitude.
- Think achievement
- Understand diverse cultures.

student to a high standard. Explaining why a student failed a test, however, does not present the same challenge to a school administrator as does explaining why a student was badly injured or subjected to unceasing taunts—racial, sexual, or religious. Everyone involved in the education profession is obligated to work hard on curriculum and preparing for each day of administering or teaching, but when a student is in physical danger or is subjected to any serious form of prejudice, schoolbooks and budgetary issues take a back seat. Think about the following example of how one superintendent dealt with racism.

Dealing with Racism: Superintendent Example

In the fall of 1990, David Jackson was in his first months as a school superintendent in a predominately white Long Island, New York, school district (Goldberg, 1990/1991). One day, he heard that someone had scrawled racial epithets on the wall of a boys' rest room in the high school. To his credit, he immediately stopped what he was doing

> and went to see the writing for himself. That day he convened a group that included the high school principal and the head of the teachers' association. Jackson stated clearly that he wanted everything done to find who had defaced the walls and to let other students know this action was deeply wrong and would not be tolerated.
>
> Jackson informed the school board about this incident and personally followed up for days until he was satisfied that school and district staff took this crime seriously. Jackson kept raising the issue at administrative council meetings and made defeating racism a priority. His approach to the problem demonstrated the inappropriateness of racism in the school setting and that the approach to it reflected the culture of the school system. He made it clear that racism would never be tolerated in that district.

Reaction Plus Action. School leaders can learn several lessons from this superintendent's actions in the wake of the incident:

- The leader's reaction—whether it's the superintendent, the principal, or a teacher—must be immediate. You can't say, "I won't tolerate racism, and as soon as I finish the budget, I'll put together a group to work on this."
- *All* of the school leaders—superintendent of schools, teachers, student government leaders, board members, local clergy and community leaders, president of the teachers' association, and others—must make it clear that racism in the school is unacceptable. People who wish to act out

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prejudices must know that they will find support neither in the school community nor in the larger community (more information about the larger community follows in the next section of the chapter), and that these communities consider prejudiced behavior as aberrant and unacceptable.

- Steps taken must be specific, and they should be both short-term and long-term. Some examples of responses to racism are discipline procedures, meetings, classroom discussions, changes in curriculum, parent workshops, board policy, district newsletter articles, and community activities in which students are included.

- Be sure to follow up after racist incidents. Everyone knows that one-day overreactions are just that. Like summer storms, they are soon over and forgotten. Two weeks later, the principal should be asking the student government and the other administrators what they have done and what their plans are for the long term. She should schedule another meeting a few weeks after the incident to report all that the administration has done and to discuss what others have done. Discussions about addressing the problems of racism should appear as regular agenda items at school meetings until all parties agree that consideration of it should be given continuing status—one of several important items to be considered two or three times each year. Of course, if another serious incident occurs, this item immediately goes to the top of the agenda again.

Include the Whole Community in Defeating Prejudice

Get Everyone Behind You in the Fight Against Intolerance. Motivate all leaders in your school and community to involve themselves in the effort to defeat every form of discrimination or offensive behavior. When untoward behavior occurs, proper handling of the situation is apparent when the perpetrators—whether they are ever identified or not—feel isolated and unsupported. School employees and volunteers need to go on record as being against discrimination. School leaders can encourage others to speak out—the mayor and other elected officials, leaders in various religious communities (including immigrant and nontraditional groups), police officials, local union officials, and leaders in neighborhood homeowners' and tenants' associations. Every person in a position of influence should take a clear vocal and written stand against discriminatory behavior. Ideally, all these people will be on record before an incident occurs as opposing any form of prejudice. A side benefit is that community leaders will thus become more involved with the school community.

Learn Some Community Outreach Principles. Consider the following methods of involving the community in the fight against racism (also, note that many of these tactics can help schools dealing with other crises, such as gun violence):

- Bringing community members together *before an incident occurs* can be the work of the Parent-Teachers Association (PTA) or board of education, or the broader-based joint effort of several constituencies in the local community. Some schools can even treat this outreach effort as a class project in a high school social studies elective or as part of service learning. Note that *you are not predicting antisocial behavior* and do not want to make a racist incident a self-fulfilling prophecy. On the other hand, you do want to be prepared for an untoward occurrence, and you realize the unfortunate fact that in any complex community incidents do take place, although the school hopes that its efforts can diminish the frequency and virulence of those incidents. Try to "sign up" people you can depend on in this effort and to learn the best ways to contact them when you have information or need their help.

- When small groups come together to discuss possible responses, they can prepare letters and other statements that need only be altered slightly when an actual incident occurs. Figure out how to make an immediate response in various media: via local radio or TV programs, student newspaper, district newsletter, school Web site, other local Web sites, board meetings, church services, union meetings, civic meetings, and any other forum that will help. For the most part, the small groups that meet from time to time to prepare for incidents represent only a fraction of the total group. Gathering students, teachers, administrators, school support staff, and local leaders in a single group is not likely to happen often, if ever, although one annual meeting is a good idea if that is not too great an imposition on everyone's time.

- Reach out for help to all obvious organizations in your community. Contact churches, synagogues, mosques, and other religious centers. Talk to the local representative of the National Urban League or the Anti-Defamation League. These organizations and dozens like them have a long history of dealing with prejudice and can share useful information with people in the school community.

- Someone—perhaps a teacher or PTA member—should head up this effort and should use an e-mail Listserv or some other technique for keeping people informed of meetings, problems, incidents, and helpful background material. The school can handle some smaller incidents at that level, while serious incidents demand publicity and more vocal condemnation. Whatever action results, the whole group needs to be kept informed and on alert. The group might sponsor a one- or two-page e-mail newsletter that goes out three or four times each year at a regular time and keeps people informed of progress and incidents, as well as refers them to meetings, articles, Web sites, or TV programs of special interest.

- Having students role-play their responses to racist incidents is helpful, because many bright and well-intentioned students have no experience in dealing with this type of situation. Ask students: *How will you talk to your team, club, or class? What will you do if you face some opposition? What support can you line up so you are not fighting social evils alone? What can you do before an incident occurs?*

- Establish a method for disseminating facts quickly to the media and others in the community. Perhaps establish a small team (five to seven members) of people in the school district who are willing to gather on a Sunday or early in the morning after a serious incident to put the known facts together and relate publicly a factual account of what occurred. In such situations, rumors are rampant, and counterbalance is necessary. Perhaps one central office administrator, one building administrator, three teachers, and a couple of older students would make a good team. You need administrators because you will require access to phones, computers, and copying machines. Always be careful of misinformation. Do not go beyond the facts you can confirm. State clearly that your report reflects the facts as they are understood at this time, but the incident is still under investigation. Have all information go through a single spokesperson—probably an experienced and highly respected administrator or teacher—to avoid conflicting stories.

- The perpetrator of a discriminatory act should find no public support or approval. Look at each group, particularly student groups, with influence among young people. Establish a relationship with those groups before an incident occurs. Try not to miss any significant constituency in the community. Changing peoples' hearts and deepest beliefs can often take generations, but changing behavior and beginning deeper changes can start now.

Change Your Own Attitude

Look at Your Own School or District Placement Policies. Take a careful look at where minority and poor children are placed in school. Are a disproportionately low number of minority children in college-bound, upper-track, gifted, or Advanced Placement (AP) classes? Probably so, and everyone can recite the stock answers to the dilemma: "They're not smart enough," "Their parents don't care," "They don't come from a tradition of learning," "The family is dysfunctional," and other unthinking responses. What can we do to move more minority and poor children into academically advanced classrooms?

Look at Successful Schools. When people make a concerted effort to start special schools, academies, or programs for disadvantaged students, they seem to succeed despite all the real, exaggerated, or untrue stock responses. Principal Debby Meier has done this in New York with several elementary and secondary public schools populated almost entirely by minority students. Dennis Littky, the former principal of the Thayer Academy (a public school), has had great success with poor and lower-middle-class white youngsters in Winchester, New Hampshire. In Texas, many schools in minority areas that had not been doing well have now achieved the state's highest ranking of "exemplary." Magnet, charter, and other special schools in Massachusetts, Maryland, Wisconsin, and Minnesota are experiencing similar results.

Think Achievement

Schools leaders can take many actions to help bring disadvantaged and minority children into settings that are more appropriate to advanced academic needs (see box on p. 95).

Start Early

Begin working with disadvantaged and minority children the moment they enter school to make sure they believe they can learn. When these children are not doing well, find out as quickly as you can the reasons for their performance. Although each child who is not achieving at the local standard can't have an individualized education program (IEP), as is required in special education, providing these children with extra help or other resources can keep them from falling behind.

Work with the Family

Stay in close touch with parents or guardians. Perhaps you can conduct parent workshops so the adults can learn how they can help the school or their child. Yale psychiatrist James Comer has made excellent use of parents as resources in his efforts to reform schools. Depending on the individual parent's skills and availability, in the Comer Plan parents and guardians might do anything, from serving on decision-making committees to baking cakes for fund-raisers to tutoring children, including their own. For some of the tasks, workshops are needed to help parents understand how they can play an important role.

Take Risks

One way to step out and take a risk is to place in higher-level classes every minority or disadvantaged student who can possibly succeed. Provide help and support for these students. What budget is available for tutoring? Are older students or

Active Encouragement

- Start early.
- Work with the family.
- Take a risk.
- Remedy academic deficiencies.
- Assume that poor and minority students want to go to college.
- Broaden your understanding.
- Ask questions.
- In case of offense . . .
    - Gather information.
    - Include community cultures in schools.

community members available to serve as tutors? Can any businesses in the area provide support? Some businesses agree to release an employee for an hour or two each week to tutor a student in need. Is there a retirement community in your area? Is there any way this often-willing constituency can help in school—particularly with tutoring?

Remedy Academic Deficiencies

Do what it takes, within reason, to help minority and disadvantaged students overcome any academic deficiencies that keep them from moving to upper-level classes. Poor and minority students are not in upper-level classes often because they do not have the precise background to take, say, precalculus. Can students enter a summer program at the end of 10th grade to get them ready for 11th-grade precalculus? Can they receive extra help for as long into the school year as it takes until they can do the work on their own? Can they enter into after-school study groups with students who completed precalculus last year and are now doing well in calculus? Can you pay one or two mathematics teachers to run an after-school help course for two hours one or two days each week? What about math-major volunteers from a local college or the community?

Assume That Poor and Minority Students Want to Go to College

Begin talking to youngsters and their parents as early as 5th or 6th grade about what students need to do to prepare for college. Provide opportunities for Scholastic Assessment Test (SAT) practice in high school. Poor students generally have considerably less tutoring in how to do well on the SATs than do more advantaged students. Hold meetings to familiarize parents with the test and to show parents what they can do to help their children. Acquaint students and parents with how, exactly, to find the help they need to succeed on these standardized tests. Be sure to publicize these meetings in a way that will reach your audience: church bulletins, district newsletter, local newspapers, homeowners' or tenants' newsletters, or other methods that may be appropriate for your community.

Understand Diverse Cultures

As mentioned earlier, school leaders must make serious efforts to understand the backgrounds and cultures of the learners in their school or district (see box). People from different cultures have their own idiosyncratic values and attitudes toward learning. But here's what they have in common: *Virtually every parent or guardian of a minority student wants that student to be well educated.* Often parents from minority cultures are the ones who are clamoring for charter schools and vouchers. For the many people who want to see public education thrive, schools need to work for students of different cultures, beliefs, and attitudes. Unless all parents feel comfortable under the umbrella of a well-functioning public school system, a partial alternative system that offers more choice, more home schooling, and more vouchers is inevitable.

Choice within the public school system is a good thing. Many educators, community leaders, and politicians, however, believe that choice outside the system may be a great benefit to a small number of students, but will leave the majority of disadvantaged students in an even weaker and less-robustly supported public school system. Most of the 53 million students in the United States are in schools that function quite well. The several million students who do not attend such schools, however, cannot all be accommodated in private, religious, or special schools; so the schools they are in must be renewed.

Ask Questions

When considering the different cultures that make up our society, think about their presence in the school systems:

- What can you learn about how students from a country in the Middle East, Asia, Europe, or Central America feel about authority, homework, or the relative worth of different subjects? Should we change their beliefs? Should they change ours? Is there room for compromise? Some Middle Eastern students may have difficulty at first in accepting women as authority figures. Certain Hispanic cultures teach children not to ask many questions as a matter of courtesy and deference, and sometimes teachers and administrators misperceive this reticence as a lack of high intelligence.

- What are the complexities in minority communities, and in what ways can teachers accommodate some special needs? What do those kids from the Dominican Republic, Haiti, Ethiopia, Nigeria, Mexico, Laos, or Thailand—or anywhere—bring to the educational table? Again, don't assume anything just because you have some smattering of knowledge about one of those countries. The differences within a group may be substantial. Don't lump all Asians or Africans or Latin Americans together, Ask the children questions about their cultural background and preferences for how to learn. Become familiar with their community, and turn to their parents for additional information. You can't remake your school, but certainly every culture has its own learning styles, and what you learn may surprise you. Perhaps you can apply your new knowledge about one particular culture to your instruction of a much wider group of children.

For example, many cultures teach students to defer to authority figures, sometimes to the point of extreme reticence. Of course, many students are simply shy—including students in the majority culture or students whose families have lived in the United States for years. This is an opportunity to teach all students about when it is appropriate, even expected, to ask questions, to challenge what they read and hear, and to state how they feel about issues.

- How can we motivate people from the community to educate teachers? Can we bring people from the community's different cultures to faculty meetings and other settings so teachers can learn about a group's background, needs, customs, holidays, fears, hopes, assets, talents, and attributes? Perhaps some students who are celebrating a Muslim holiday or holiday season such as Ramadan seem to be unusually distracted this week. That student has had no breakfast, nor may that student eat during the day until Ramadan is concluded. Can you imagine an observant American-Catholic student in school on Ash Wednesday in a Muslim society?

In Case of Offense . . .

Gather Information. Often we assume we know everything about a group because we have worked with that group for a long time. We may even be members of the group we inadvertently offend. In the unfortunate case of a cross-cultural faux pas—which can occur in perfectly innocent circumstances—gather information directly and quickly from the best sources you can find in the community:

- Knowing what may upset members of a group is often difficult. Sometimes only members of a particular group understand the subtleties of what hurts. You may not be able to take every piece of advice, especially in situations that are complex, but the more you know, the better you'll be at resolving problems.

- Be humble. Quite simply, you are not an expert on all of the religious, language, ethnic, and other groups in your school or district. Every culture is complex, and many cities and large suburban communities are home to 10 or more minority groups. In large cities, students may bring 20 or 30 different native languages to the schools. Remember, too, that generalizing about any ethnic, national, cultural, or language group is—at best—misguided and offensive to all.
- Be open to information from multiple sources: parents, students, leaders in the community, and people you may not even recognize as obvious or major leaders in the community. Sometimes people who represent a tenants' association or a small neighborhood club can tell you what is going on and what slights hurt students.

Include Community Cultures in School. Work as a faculty and a community to include important and excellent features of the minority communities in the curriculum. Care must be taken here not to cross a sensitive line between teaching and proselytizing, or even condescending. Even though in some communities several or many minorities are represented in the school, turning the curriculum upside down to represent a significant portion of each culture is just impossible. Finding some excellent children's books or mature works of literature that can be included in the curriculum, however, is certainly within the appropriate range of educational approaches. Teachers can come to know about important events in the culture and honor them in some reasonable way.

At the end of the Western calendar year, for example, many teachers acquaint students with the traditions of

Christmas, Kwanzaa, and Chanukah. This curriculum is not intended as religious instruction, but as a cultural-historical acquaintance with three important holidays that occur at roughly the same time in three different cultures. Certainly, too, high-quality literary works from just about every culture on earth with a written language can fit into virtually any school's curriculum. The main limitation here is the teacher's limited knowledge of other cultures. Attempts to find out about other cultures' literature is a fine way to establish relations with members of the local communities.

* * *

Many educational leaders are concerned about forms of discrimination in our multicultural nation. Clearly school systems should work to eliminate discrimination to whatever extent possible. After keeping young people physically safe, defeating prejudice must be the second priority in our schools. Actions taken to defeat racist comments and incidents, for instance, need to be thoughtful and swift and must include every element of the school community. All children must feel included in the school and should feel comfortable enough to have the opportunity to receive an excellent education. Teachers and administrators need access from the best possible sources to information on what hurts students and what can be done to help them. The backgrounds of everyone at school (including the teachers') are worthy of respect and honor, and people who wish to act out discriminatory feelings should feel unwanted and unsupported in the school community.

6

Four Final Questions

The final chapter of this book addresses questions that often arise in meetings and workshops where leadership is a topic. The answers presented here supplement many of the issues discussed in earlier chapters.

Of Groups and Leaders

1. How can we ensure continuity?

Once a program for change starts, how can the group promoting it be reasonably certain the program will be carried through for several years until it becomes part of the culture of the school community?

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People can become quite frustrated when excellent programs that are carefully and thoughtfully investigated cannot bypass the stubborn refusal of a group or faction with considerable power in the school community. In fact, one significant reason that school renewal often fails is that some group with veto power simply won't budge—or presents unending obstacles.

Much of this book addresses this dilemma. In addition to the strategies presented here, program leaders can try to secure a "guarantee" that any investigation that goes through all of the agreed-on steps will receive internal promotion and funding for several years. Such guarantees are not easy to come by, but here's how to maximize the opportunity:

- Establish which groups and individuals have to approve or support a program in your school community for the program to succeed. Of course, literally and legally, only the board of education or the superintendent of schools may be the point of official approval, but stopping there is rarely effective. To have a better chance at success, program leaders need the approval and support of many official *and unofficial* decision makers in the school community. To guarantee that a new program will take root and grow, influential individuals and groups need to buy into the concept and give it their public support. Here's where to start: the board of education, superintendent of schools, school and district administrators, faculty and other staff members, parent or community groups (PTA, site-based management group), the teachers' association, and political officials or groups (a mayor, city manager, city council, or other governing agency or official) with considerable local clout. The individuals and groups may vary from region to region or state to state, but this list offers a reasonable framework.

- Before beginning the investigation into any program or method, establish the sources of permission and support. For instance, if each group mentioned in the previous item is properly represented on the investigating committee or team, will the larger group agree to support the recommendations of the program team? If a particular group is not represented for some good reason, determine what forms of reporting progress the group will accept in return for its guarantee of support.

The numerous groups and individuals who play a role in new program decisions are not all involved in each minute school decision. But when a broad-based committee operates within the applicable guidelines and mission statements, investigates a promising program, and deems that program worthy of inclusion as a priority, the groups should enthusiastically support that program. They understand that bumps will appear in the road, but their imprimatur is on the program. Their support, based on careful investigation by a team on which they were represented or had continual and complete access to, is extremely strong. They can and should raise questions and receive reports from time to time, but after approval they should be willing to accept that no further judgment can be made about this program for a year or two. The program must have every opportunity to flourish.

- Each group must have ways to reinforce their approval as changes occur in board membership, administrative positions, and other places. Each group should use minutes of meetings, newsletters, announcements, and other forums to make clear the agreed-upon priorities. Obviously, a new majority on the board will want to do some things differently, because in all likelihood that's probably what they were elected to do! But if each new superintendent or board or teachers' association leadership assumes that its responsibility is to interrupt or dismantle the priorities that came just before it, any hope of intelligent renewal is dead in the water.

2. How can faculty meetings be used to encourage leadership?

Faculty meetings are not necessarily the appropriate forum for "teaching" leadership; they should not be turned into condescending or tendentious meetings where lessons on leadership are presented. This block of time—widely regarded in many schools as essentially a waste of teachers' energy and time—could be used to build a culture for change and to allow staff members an opportunity to speak out, lead groups, raise questions, and supply possible solutions to problems. Try to use faculty meeting time to create an environment where everyone has a stake, where everyone is involved, and where staff members need not feel that all their activities result from top-down pronouncements. Faculty and other meetings should be occasions where a staff member can discover what skills she possesses as a leader, if a particular topic emerges that requires some faculty member to step forward and take up the mantle for change.

To make faculty meetings more productive, the principal —or perhaps the principal and a small but representative committee of four to six teachers—could brainstorm on how to use that time for purposes that help create a climate of inquiry and learning. The following suggestions may prompt some thought on alternative or efficient uses of faculty meeting time:

- Bring in speakers from the community to talk about their view of the school or their particular neighborhood or culture. Usually, community members are pleased to speak to school staff and faculty, particularly if they have children in the schools. People in your community likely have considerable expertise in areas of interest to your staff. Your community probably contains people who know about many things—from community values to school budget preparation, from instructional issues to building maintenance. Take advantage of such public-spirited citizens. Many schools or districts include the superintendent of schools or a board member as a "community" speaker at a faculty meeting.
- Form a panel of teachers and community leaders to discuss future needs. What do school staff and community members believe will renew their school over the next three to five years? Every school needs renewal to some extent. John Goodlad favors the word *renewal* over *reform* because "reform" connotes that bad things are happening in the school that require wholesale change. Most schools are not doing such a bad job that top-to-bottom change is necessary, but areas of renewal or change are needed in all schools, as well as any other organization that wants to stay healthy.
- Show a film (or part of a film) that relates to education or some important community or social issue. Follow the film with discussion—preferably in groups of five to

seven staff members. Each group should report briefly to the whole faculty the nature of their discussions.

- Ask the faculty to discuss an article about an education topic that comes from an education journal, a popular magazine, or a newspaper. The article should have the approval of the faculty meeting committee, be relatively short, and be distributed several days before the meeting with a note saying that small groups will discuss the article at the next faculty meeting.
- Small groups typically work best for discussions at faculty meetings. Trying to have a discussion with 30 to 150 people is useless. Ask the small groups to report back to the whole group whenever this is possible.
- Bring in an outside expert guest speaker to talk to the faculty for about 30 minutes on an education topic of some real and timely interest to the faculty: cooperative learning, standards, new assessment techniques, charter schools, local budget or tax issues, or a community issue such as racial tension or the place of athletics in the school. Always allow plenty of time following the presentation for a question-and-answer period. This type of speaker differs from the community resident discussed earlier. This outside speaker has no local political agenda, is invited to speak and answer questions on a topic of immediate concern to the staff, and is usually paid for this service.
- Do not waste everyone's time at faculty meetings with announcements or other material that could be distributed by memo, e-mail, or some other method. When bringing the entire faculty or staff together for a specific announcement,

make sure the reason is sound and important enough to distinguish it from other faculty meetings. Examples include announcing and discussing the choice for the new principal or to introduce the new principal to the staff, or presenting accurate information on a tragic event such as a recent student or faculty death by accident or suicide.

- Small-group meetings need an agenda, usually produced by the group before or at the outset of the meeting. The agenda can be simple—just an item or two—but the group should still have some focus. Strongly encourage groups to use the time to reach conclusions or make recommendations. Try to avoid meetings with empty discussions, where no conclusions are reached and no recommendations are made. Be prepared to hear and act on issues of importance.
- Form small groups that meet several times in a row at faculty meetings to research particular issues of importance to the faculty or part of the faculty. These groups then report to interested faculty members at specified intervals, and may combine their efforts with those of a study group.

Faculty meetings should typically include information teachers consider useful and should *offer opportunities to participate actively in the decision-making process of the school.* This approach to faculty meetings cultivates an atmosphere of shared leadership. If faculty meetings fall into a tired, uneventful, and seemingly unimportant pattern, expect high absenteeism—or a high occurrence of grading papers, knitting, and considerable daydreaming on the part of the people who do attend.

3. Is there a useful teacher-administrator ratio that facilitates progress and educational improvement?

No. Conditions vary too much from school to school and region to region for any universal ratio to be appropriate. One useful guideline, though, is to have as few administrators as possible who can still provide excellence in education. Schools in the United States are usually overadministered compared to schools in many other countries. Beware of proliferating ancillary programs, such as dropout prevention or remedial education, and adding administrators to supervise these programs. Instructional funds, to the greatest extent possible, should be placed directly under the control of individual schools, and school staff should address most problems at the school level. If additional funding is needed to solve problems, try reducing, eliminating, or not starting smaller programs that serve little purpose or that have ended up going nowhere. Here are suggestions for encouraging more teacher leadership:

- One controversial suggestion now offered for school improvement is to eliminate most department and subject supervisors in secondary schools. Schools all over the United States are concentrating too much authority in principals and department or subject leaders. This organizational model has "infantilized" teachers. Does it make sense to pay a teacher with 30 credits beyond a master's degree $65,000 or $70,000 in salary and benefits, give the teacher responsibility for tens of thousands of dollars in equipment and materials, place the teacher in a leadership position with 20 to 150 students each day—and then say that the teacher cannot choose her own materials or must fill out a form to buy a new stapler?

- Reducing or eliminating the role of subject supervisors will free up some money to pay teacher committees to do the same work, thus broadening leadership and giving teachers mature responsibility. For most school districts, such a move would be budget-neutral; and for a few districts, expenses may even decrease.
- The principal or other administrator can give the teachers initial budgetary guidelines, if required; and teacher committees can make decisions within those guidelines on anything from textbooks to supplies to conference attendance.
- Teachers might decide to use some money for supplies to purchase subscriptions to journals in their field. They might decide to undertake a three-year program to replace the current textbook in math or social studies with one that has an approach closer to what that group of teachers wants. They might decide instead to replace an unwanted textbook with paperbacks and other materials. Such decisions would result from teacher-led research.
- Conference attendance is an excellent way to include teachers in leadership positions. Again, the principal or other administrator might establish some guidelines, but essentially the final decisions for all or much of the school's conference budget are made by a teacher committee. For instance, a group of elementary teachers might decide to send 10 teachers over a period of several months to local conferences, and skip national conferences that year. In a

secondary school, the English and social studies teachers might pool their money to send two people who are team-teaching to a particularly relevant conference. Some principals hold back 10 percent or so of the conference money so they can send people to meetings, workshops, or conferences where they would like to be represented or to explore new information of potential usefulness to the school.

- After attending conferences, teachers should routinely report back to larger teacher groups. All conference attendance should be serious and purposeful, and administrators and other teachers should expect some brief verbal or written report from every conference. Teachers should also bring back and distribute any useful materials that they gathered. These materials could be shared with interested faculty or placed in some sort of repository to which the faculty has access. Of course, if the staff members attended the conference to learn about a proposed or actual district priority, the report to the appropriate committee will be more thorough and searching.

4. Must a successful school have a "strong" principal?

Anthony Alvarado (2000), former chancellor and district superintendent in the New York City schools and now the Chancellor of Instruction in San Diego, thinks the answer is "yes," a successful school must have a strong principal. Of course, the word "strong" is subject to interpretation. Alvarado favors principals and other leaders who encourage teachers to participate in important school decisions.

Arguably, a school should have a powerful leader, but part of the leader's power derives from the confidence to share significant decision making and authority with the staff. The era of the principal who must make all decisions and who, wittingly or not, treats teachers as if they have no capacity to make serious decisions is rapidly closing. On practical grounds, the day of the all-powerful principal deserves to end.

Schools are complex institutions, and no principal can stay abreast of all the developments in children's literature, technology, psychology, brain research, and other areas that affect the learning environment. In addition, most principals must worry about budgets, building maintenance, class scheduling, buses, discipline, safety issues, reports to the central office, parents, and local, state, and federal authorities. Principals attend evening meetings, sports events, and sometimes board of education meetings. Sharing real power and authority is a way in which a bright, confident principal can broaden authority, be respected as a strong administrator, get more work done, and play a helpful role in curriculum renewal. Too many principals find themselves overwhelmed by meetings, paperwork, discipline, and urgent daily demands, and as a result spend little time working directly with teachers on curriculum or instructional improvement.

Courage and Perseverance

When discussing courage and perseverance in the education world, I could just as easily have used the words *determination* and *time*. Having deeply held beliefs, the right fit for the job, an informed and creative approach to staff development, and all of the other qualities discussed in this book is often not enough. Educational leaders must also possess the courage to get things done, the willingness to give a great deal of time to a project, and the patience to see things through. Courage and perseverance cannot be trained into a person. Nor can you rush the time it take for good ideas to take root. The job of renewal and change will not get done without courage and perseverance.

Wherever Ernie Boyer went, he asked the same overarching question: "What are the essential aims of education?" (Goldberg, 1995). Putting this query forward took courage because most people do not wish to confront a philosophic issue. They don't want to explore the context of their actions nor their purposes, let alone the moral and ethical implications of their work. People would rather rapidly address the practical questions and dispense with philosophy.

E. D. Hirsch Jr. took a lot of heat for his notions about a core curriculum, and it hurt him. Hirsch considers himself a political liberal, but his conservative ideas about education made him generally suspect until people began to understand that his program, Core Knowledge, could be flexible within limits and that he honestly and fervently felt that his curriculum would benefit disadvantaged students the most. Indeed, until his Core Knowledge Foundation began to accumulate evidence that his ideas were actually improving learning, many educators simply dismissed his ideas as the pipe dreams of some academic professor (Goldberg, 1997).

Whatever terminology is used, people need real courage to renew, change, or reform a school or district. Change is rarely welcome and is always complex. Mayor Rudolph Giuliani of New York City complimented Deborah Meier for what she had done in East Harlem, a poor and difficult area of New York City, to improve the schools. He recognized in full measure the courage it took on Meier's part to create successful schools where poorly functioning schools had existed before. According to the mayor, her small, intellectually challenging schools of choice were "a remarkable example of what's wrong with the board of education. It happened against all of their rules, all of their teaching, all of their thinking" (Goldberg, 1990/1991). Meier had to defy the hierarchy every step of the way.

In bringing new programs to schools, most people will not have to call up the same degree of bravery that union leader Al Shanker needed to call his first strike, but you must have the conviction and the fortitude to take on naysayers on the school board or among the faculty. Of course, as a reader of this book, you'll know how to garner support, how to do your homework, and how to prepare for some of the difficulties of leadership, including opting out of an opportunity that doesn't mesh with your skills and inclinations.

Time is the other great factor for which there is no training, only awareness. The great Israeli special education expert, Reuven Feuerstein, came to Israel (then Palestine) in 1944 from war-ravaged Europe and quickly learned about making long-term plans. "I came from a place where you couldn't plan more than a minute" (Goldberg, 1991b). Feuerstein's work with children who are autistic, for instance, often takes months before signs of improvement are seen and two or three years before improvement is dramatic.

John Goodlad says that frequently people who are well suited to assert leadership in a particular role "don't stay long enough to effect change" (Goldberg, 2000a). English teacher Florence Mondry took workshops and slowly included elements of National Writing Project techniques over several years before the method became a natural and effective part of her teaching repertoire. Principals Dennis Littky and Debby Meier saw real success in their schools in the second and third years. From Carol Gilligan's work on the voices of girls and women to Ted Sizer's founding and nurturing of the Coalition of Essential Schools, from Hugh Price's efforts to increase African American student achievement to Al Shanker's development of an effective teachers' union, every worthwhile project I investigated took years to develop to a level of high excellence.

Educational leadership, while never easy, is deeply satisfying when achieved. When you and several colleagues have come to believe deeply in something that is right for you and your particular school, when you have investigated it thoroughly, prepared for its inclusion in your school's culture, provided the necessary staff development, worried about the social and moral aspects of what you are doing, and encouraged the growth of the project to a level of effectiveness and broad acceptance, the experience is wonderful to behold. Time and courage were undoubtedly essential ingredients in the mix.

Leadership—whether at the school or district level, whether experienced as a staff member, teacher, principal, administrator, or board member—is the pinnacle of accomplishment in our vital work.

Appendix:

Selected Educational Organizations and Journals

Many of these organizations and journals are mentioned in the text. If you do not see a particular organization or journal here that you want, it is fairly easy to use keywords on a good search engine and find that organization or journal's Web site. If you are unable to locate a source, you may wish to call ASCD or PDK to see if they can supply a phone number or address. Their phone numbers are in the list that follows.

In addition, every state has an education office or department; also, you can find many city, county, or regional educational organizations in your general area. Often, school administrators have a state organization replete with offices and annual conferences; and many national organizations, such as ASCD or PDK, have local, state, and international affiliates.

Most organizations listed here have conferences, meetings, or institutes during the year that are of interest to educators. To the best of my knowledge, all organizations in this list are not-for-profit.

American Association of Physics Teachers (AAPT)
One Physics Ellipse
College Park, MD 20740-3845
301-209-3300
301-209-0845 (fax)
The Physics Teacher
URL: http://www.aapt.org

American Association of School Administrators (AASA)
1801 North Moore Street
Arlington, VA 22209
703-528-0700
703-841-1543
The School Administrator
URL: http://www.aasa.org

American Federation of Teachers (AFT of AFL-CIO)
555 New Jersey Avenue, NW
Washington, DC 20001
202-879-4400
American Educator, American Teacher, Inside AFT
URL: http://www.aft.org

Association for Supervision and Curriculum Development (ASCD)
1703 N. Beauregard Street
Alexandria, VA 22311-1714
800-933-2723 or 703-578-9600
Educational Leadership
URL: http://www.ascd.org

ASCD is an international education association with a large membership among teachers and administrators, K–12. The organization is active in virtually every aspect of education, providing journals, newsletters, books, electronic resources, and conferences and institutes.

Coalition of Essential Schools (CES)
1814 Franklin Street, Suite 700
Oakland, CA 94612
510-433-1451
510-433-1455 (fax)
Horace: The Journal of the CES
URL: http://www.essentialschools.org

Core Knowledge Foundation
801 East High Street
Charlottesville, VA 22903
804-977-7550 or 800-238-3233
804-977-0021
E-mail: coreknow@coreknowledge.org
URL: http://www.coreknowledge.org

This organization grew out of E. D. Hirsch Jr.'s work on cultural literacy. It is the center of research on the Core Knowledge curriculum and now has a number of helpful books and other materials for parents and educators.

Harvard Educational Review
Gutman Library 349
6 Appian Way
Cambridge, MA 02138
800-513-0763
617-496-3584 (fax)
E-mail: hepg@harvard.edu
URL: http://www.gse.harvard.edu

This is a scholarly journal of opinion and research in education.

International Reading Association (IRA)
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
302-731-1600
302-731-1057
The Reading Teacher, Journal of Adolescent and Adult Literacy, and Reading Research Quarterly
URL: http://www.ira.org

This is the largest organization devoted to reading. The IRA has other journals and publications that can help with literacy from preschool to adult.

National Art Education Association (NAEA)
1916 Association Drive
Reston, VA 20191-1590
703-860-8000
703-860-2960 (fax)
E-mail: naea@dgs.dgsys.com
Journal of Art Education
URL: http://www.naea-reston.org

This is the organization and journal for, among others, art teachers, supervisors, and administrators, K–12.

National Association of Biology Teachers (NABT)
12030 Sunrise Valley Drive
Suite 110
Reston, VA 20191
703-264-9696
800-406-0775
E-mail: office@nabt.org
The American Biology Teacher
URL: http://www.nabt.org

This organization and its journal are devoted to classroom teachers of biology and related subjects.

National Association of Elementary School Principals (NAESP)
1615 Duke Street
Alexandria, VA 22314
800-386-2377 or 703-684-3345
E-mail: naesp@naesp.org
Principal (for K–8 principals)
URL: http://www.naesp.org

National Association of Secondary School Principals (NASSP)
1904 Association Drive
Reston, VA 20191-1537
703-860-0200
703-476-5432 (fax)
NASSP Bulletin
URL: http://www.nassp.org

National Council of Teachers of English (NCTE)
1111 W. Kenyon Road
Urbana, IL 61801
800-369-6283
English Journal and Language Arts
URL: http://www.ncte.org

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive
Reston, VA 20191-9988
703-620-9840
703-476-2970 (fax)
E-mail: nctm@nctm.org
Mathematics Teacher, Teaching Children Mathematics, and Mathematics Teaching in the Middle School
URL: http://www.nctm.org

National Council for the Social Studies (NCSS)
3501 Newark Street, NW
Washington, DC 20016
202-966-7840
Social Education and Social Studies and the Young Learner
URL: http://www.ncss.org

National Education Association (NEA)
1201 16th Street, NW
Washington, DC 20036
202-833-4000
NEA Today
URL: http://www.nea.org

National Science Teachers Association (NSTA)
1840 Wilson Boulevard
Arlington, VA 22201-3000
703-243-7100
The Science Teacher
URL: http://www.nsta.org

Phi Delta Kappa (PDK)
Eighth and Union
Box 789
Bloomington, IN 47402-0789
800-766-1156 or 812-339-1156
Phi Delta Kappan
URL: http://www.pdkintl.org

PDK is an international professional fraternity for educators with a large membership, K–12. The organization is active in virtually every aspect of education.

Teachers College Record
Teachers College Box 103
Columbia University
525 West 120th Street
New York, NY 10027
212-678-3858
212-678-3790
E-mail: tcrecord@exchange.tc.columbia.edu
URL: http://www.tcrecord.org

This journal publishes scholarly articles in all fields of education.

The National Board for Professional Teaching Standards (NBPTS)
6818 S. Zarzamora
San Antonio, TX 78224-1136
1-800-532-1813
210-921-8861 (fax)
URL: http://www.nbpts.org

This organization has developed a new system of advanced, voluntary certification for teachers. Some school districts grant special forms of recognition to teachers who have achieved NBPTS certification.

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Doremus, R. (1982c, March). What ever happened to . . . Melbourne High School? *Phi Delta Kappan, 63*(7), 480–482.

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Mark Goldberg has more than 30 years' experience as a teacher, a school administrator, and an education journalist. He is a senior editor for Corwin Press and an educational consultant.

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